

VITA
PATRICIA ANN ALEXANDER

Distinguished University Professor
Jean Mullan Professor of Literacy and Distinguished Scholar-Teacher
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PROFESSIONAL INTERESTS

Academic Development
Learning
Literacy and Reading Comprehension
Knowledge and Epistemic Beliefs
Motivation to Learn

EDUCATION

B.A. Elementary Education, Bethel College, 1970
M.Ed. Reading/Elementary and Early Childhood Education (Reading Specialist), James
Madison University, 1979
Ph.D. Reading, University of Maryland at College Park, 1981

EDUCATIONAL EXPERIENCES

Distinguished University Professor, University of Maryland, 2019-present
Visiting Professor, University of Auckland, Auckland, New Zealand, 2010-2017
Jean Mullan Professor of Literacy, University of Maryland, 2008
Distinguished Scholar-Teacher, University of Maryland, 2000-2001
Professor, Human Development, University of Maryland, 1995-present
Professor, Educational Psychology and Educational Curriculum and Instruction, Texas A&M
University, 1991-1995
Associate Professor, Educational Curriculum and Instruction, Texas A&M University, 1986-1991
Assistant Professor, Educational Curriculum and Instruction, Texas A&M University, 1981-1986
Graduate Assistant, University of Maryland, College of Education, 1980-1981
Instructor Part-time, Federal Grant, *Developing Career Awareness in Young Children*,
University of Maryland, 1979-1980
Instructor, Exceptional Students Reading and Mathematics Lab, Shenandoah County Public
Schools, Virginia, 1977-1979

Language Arts and Reading Teacher, Grade 5, Woodstock Middle School, Shenandoah County Public Schools, Virginia, 1974-1977

Science Teacher, Grade 5, Woodstock Middle School, Shenandoah County Public Schools, Virginia, 1973-1974

Physical Science Teacher, Grades 7/8, St. Thomas More School, Arlington, Virginia, 1970-1971

CAREER ACHIEVMENT AWARDS

Elected to the National Academy of Education, Washington DC, 2020.

The National Academy of Education an honorific society that consists of U.S. members and international associates who are elected on the basis of outstanding scholarship related to education. Founded in 1965, the mission of NAEed is to advance high-quality research to improve education policy and practice.

Sylvia Scribner Award, Division C, American Educational Research Association, 2007.

This award recognizes a program of work that has significantly influenced thinking and research in the field of learning and instruction. In particular, the annual award is designed to honor current research that has advanced understanding of learning and of instruction.

Edward Lee Thorndike Award for Career Achievement in Educational Psychology, Division 15, American Psychological Association, 2006.

This Career Achievement Award is among the most prestigious awards given to living recipients for substantial career achievements in educational psychology. As such, this award is conferred for original, scientific, empirically-based research that contributes significantly to knowledge, theory or practice in educational psychology.

Oscar S. Causey Award for Outstanding Contributions, Literacy Research Association [formerly the National Reading Conference], 2001

The Oscar S. Causey Award is awarded annually by the Literacy Research Association in recognition of an individual whose body of work has made an outstanding contribution to literacy research.

SCHOLARLY RECOGNITIONS

Featured in:

Bembenutty, H. (2022). *Contemporary pioneers in teaching and learning*. Information Age Press.

Chapter 4: “An interview with Patricia A. Alexander: A pioneer of the development and applications of the Model of Domain Learning, literacy, and learning in educational psychology.”

Named one of the five highly successful female educational psychologists.

Prinz, A., Zeeb, H., Flanigan, A. E., Renkl, A., & Kiewra, K. A. (2020). Conversations with five highly successful female educational psychologists: Patricia Alexander, Carol Dweck, Jacquelynne Eccles, Mareike Kunter, and Tamara van Gog. *Educational Psychology Review*, 1-33.

Recognized as one of the most productive, visible, and influential educational psychologists.

Patterson-Hazley, M., & Kiewra, K. A. (2013). Conversations with four highly productive educational psychologists: Patricia Alexander, Richard Mayer, Dale Schunk, and Barry Zimmerman, *Educational Psychology Review*, 25, 19-45.

Listed among the most productive educational psychologist over the past 20 years.

Greenbaum, H., Meyer, L., Smith, M. C., Barber, A., Henderson, H., Riel, D., & Robinson, D. H. (2016). Individual and institutional productivity in educational psychology journals from 2009 to 2014. *Educational Psychology Review*, 28, 215-223.

Smith, M. C., Plant, M., Carney, R. N., Arnold, C. S., Jackson, A., Johnson, L. S., ... & Smith, T. J. (2003). Productivity of educational psychologists in educational psychology journals, 1997–2001. *Contemporary Educational Psychology*, 28, 422-430.

Smith, M. C., Locke, S. G., Boisse, S. J., Gallagher, P. A., Krengel, L. E., Kuczek, J. E.,... & Wertheim, C. (1998). Productivity of educational psychologists in educational psychology journals, 1991–1996. *Contemporary Educational Psychology*, 23, 173-181.

ADMINISTRATIVE EXPERIENCE

Interim Associate Dean for Faculty Affairs, College of Education, University of Maryland, August 2022-present

Primary Responsibilities – *Oversee the Appointment, Promotion, and Tenure policies and procedures for tenure track and professional track faculty; work closely with College and Department leadership to provide assistance and resources related to faculty affairs; offer guidance, support, and oversight for the recruitment, hiring, and retention of faculty and staff; initiate programs and activities intended to inform and support tenure track and professional track faculty, staff.*

Convener, Educational Psychology Specialization, Department of Human Development, University of Maryland, September 1995-2010

Primary Responsibilities – *Oversee the Educational Psychology Specialization, a top-ranked programs in the country; represent the concerns of the program to the broader educational community, and the university, and college leadership; organize and promote a colloquium series; work with specialization faculty and graduate students to assess programmatic needs; serve on relevant program and service committees.*

Interim Department Head, Educational Psychology, Texas A&M University, August 1993-
August 1995

Primary Responsibilities - Supervise 28 faculty, 7 staff, 250 graduate students and 150 undergraduate majors; Represent the issues and concerns of the department to college, university, and system leadership; Hire, retain, and evaluate faculty and staff; Manage an annual budget of approximately \$2,000,000; Offer guidance to 5 academic programs, including 2 professionally accredited programs; Contribute to the development and implementation of policies and procedures within the college.

Assistant Department Head, Educational Psychology, Texas A&M University, 1993

Primary Responsibilities - Conduct evaluations of faculty teaching; Mediate and communicate faculty, staff, and student concerns; Substitute for the department head at official meetings and functions.

Speaker, Faculty Senate Texas A&M University, 1991-1992

Primary Responsibilities - Represent the interests and concerns of the approximately 2500 faculty of Texas A&M University to the university and system administration, the state legislators and policy makers; Advise the President and Provost on academic matters; Serve as faculty representative at various social and political functions.

PROFESSIONAL LEADERSHIP

Chair, External Review Committee, Department of Educational Psychology, University of Illinois, Champaign-Urbana, 2020

Chair, External Review Committee, Department of Educational Psychology, University of Minnesota-Twin Cities, 2019

Steering Committee and Expert Panel, National Assessment of Educational Progress—Reading, 2004-2018

Chair, External Review Committee, Department of Educational Psychology, University of New Mexico, 2001

Vice President, Division C (Learning and Instruction), American Educational Research Association, 2002-2004

President, Division 15 (Educational Psychology), American Psychological Association, 2000-2001

Chair, University of Maryland, Appointments, Promotions, and Tenure Committee, 1998-1999
President, Southwest Educational Research Association, 1988-1989

HONORS, AWARDS, AND LISTINGS

Member, National Academy of Education, Washington, DC, 2020

Distinguished Speaker, Helge Eng Invited Lecture, University of Oslo, Norway, 2019.

Distinguished Visiting Scholar, University of Auckland, New Zealand 2018.

Distinguished Visiting Scholar, Faculty of Education University of Turku, Finland, 2018.

Outstanding Reviewer, *Review of Educational Research*, American Educational Research Association, 2018, 2022.

Compass Award for significant contributions to the direction and development of curriculum and instruction at Benchmark School, Media PA, May 2016.

College of Education, University of Maryland, Excellence in Teaching Award, 2013-2014

Recipient of the University of Maryland System Regents Faculty Award for Mentoring 2012

Visiting Scholar, Ben Gurion University, Beer Sheva, Israel, 2011

Visiting Scholar, University of Victoria at Wellington, Wellington, New Zealand, 2009

Visiting Scholar, University of Auckland, Auckland, New Zealand, 2008

Fellow, Society for Text and Discourse, 2008

Outstanding Scholarship Award, College of Education, University of Maryland, 2007

Fellow, American Educational Research Association, 2008

External Dissertation Committee Member, Dr. Sofie Loyens, Erasmus University, Rotterdam, Netherlands, 2007

Visiting Scholar, University of Padua, Padua, Italy, 2006

Visiting Scholar, Universidad Autónoma de Madrid, Spain 2005

Fellow, University of Maryland Academy for Excellence in Teaching and Learning, 2002-present

Founding Council, University of Maryland Academy for Excellence in Teaching and Learning, 2000-2001

University Faculty Mentor of the Year, University of Maryland, 1999-2000

Fellow, Division 15, Educational Psychology, American Psychological Association, 2000

Visiting Scholar, Centre for Mathematics and Science Education, Queensland University of Technology, Brisbane, Australia, July-August, 1999

Visiting Scholar, Department of Educational Studies, University of Utah, Salt Lake City, Utah, 1997

Speaker, George Graham Lecture in Reading, McGuffey Reading Center, University of Virginia October, 1996

Visiting Scholar, Centre for Mathematics and Science Education, Queensland University of Technology, Brisbane, Australia, August-September, 1996

Outstanding Alumnus, College of Education, University of Maryland, 1995

Who's Who Among American Educators, 1995

Visiting Instructor, Katong Convent School, Singapore, May 1995

Visiting Scholar, Faculty of Educational Science and Technology, University of Twente, Netherlands, January 1995

Award of Merit for Teaching, Gamma Sigma Delta, Honor Society of Agriculture, Texas A&M University Chapter, 1993

Texas A&M University, Former Students Faculty Distinguished Achievement Award in Research, 1992

Distinguished Research Fellow, College of Education, Texas A&M University, 1991-1995

Spencer Fellow of the National Academy of Education, 1987-1989

Texas A&M University, Former Students Faculty Distinguished Achievement Award in Teaching, 1987

Outstanding Research Award, Southwest Educational Research Association, 1987

University Nominee, Young Researcher Award, CSGS, 1985-1986

Recipient of the Instructional Research Laboratory, Research Achievement Award, 1984

College Representative, MSC Endowed Lecture Series, 1984
Outstanding New Faculty Award, Development Council, College of Education, 1983
Who's Who Among American Women, 1983
Outstanding Young Female Scholar, College of Education Nominee, Texas A&M University,
1982
Summa Cum Laude, B.A., Bethel College, 1970
Who's Who in American Colleges and Universities, 1969-1970

EDITORIAL AND REVIEW BOARDS

Senior Editor, *Contemporary Educational Psychology*, January 2010-January 2022.
Editor, *Contemporary Educational Psychology*, August 2003-2009
Series Editor, *The Educational Psychology Handbook Series*, Taylor & Francis, 2004-present
Associate Editor, *American Educational Research Journal, Teaching, Learning, and Human
Development Section*, 2008-2010
Co-Editor, *Contemporary Educational Psychology*, January 2001-August 2003
Editor, *Instructional Science*, 1995-2007
Associate Editor, *Instructional Science*, 1993-1995
Senior Advisory Board, *Educational Psychology Review*, 2006-present
Advisory Board, *Journal of Learning, Development and Community*, 2015-present
Editorial Board, *Review of Educational Research*, 2017-present.
Editorial Board, *Journal of Educational Psychology*, 1997-present
Editorial Board, *Early Mathematics Learning and Development Springer Book Series*, 2012-
present
Editorial Board, *npj Science of Learning*, 2015-present
Editorial Board, *Journal of Literacy Research*, (formerly *Journal of Reading Behavior*),
1988-1992, 1994-present
Editorial Board, *Scientific Studies of Reading*, 1995-present
Editorial Board, *Educational Psychologist*, 1995-present
Editorial Board, *Mathematical Thinking and Learning*, 1997-present
Editorial Board, *Journal of Experimental Education*, 1998-present
Editorial Board, *Metacognition and Learning*, 2005-present
Editorial Board, *Learning and Instruction*, 2011-present
Editorial Board, *Reading Research Quarterly*, 1987-1991, 1994-2008, 2015-present
Editorial Consulting Board, 2020-present
Editorial Board, *Learning Disability Quarterly*, 1998-2019
Editorial Board, *Journal of Research on Educational Effectiveness*, 2008-2016
Editorial Board, *Educational Researcher*, 2008-2010
Editorial Board, *Journal of Experimental Child Psychology*, 1999-2008
Editorial Board, *American Educational Research Journal*, 1995-1998, 2004-2007
Editorial Board, *Contemporary Educational Psychology*, 1996-2001
Program Reviewer, *American Psychological Association, National Reading Conference, American
Educational Research Conference, Southwest Educational Research Association*

Guest Reviewer, *Archives of Clinical Neuropsychology, Cognition and Instruction, Cognitive Psychology, Contemporary Psychology, Developmental Psychology, Discourse Processes, Early Child Development and Care, Educational and Psychological Measurement, Educational Psychology Review, Educational Researcher, Elementary School Journal, European Journal of Psychology in Education, Exceptional Children, Journal of Experimental Psychology: General, Journal of Higher Education, Learning and Instruction, Learning and Individual Difference, Merrill-Palmer Quarterly, Reading and Writing, Motivation and Emotion, Review of Educational Research, School Psychology in Education, Teaching and Teacher Education.*

Grant Proposal Reviewer

Office of Education Research, National Institute of Education, Singapore, 1998-present

Netherlands Initiative for Education Research and Programme Council for Fundamental

Scientific Education Research, 2012-present

INSTRUCTIONAL RESPONSIBILITIES

Associate Director for Research, Gifted and Talented Institute, Texas A&M University, 1984-1992

Assistant Project Coordinator, Dean's Grant Project, College of Education, Texas A&M University, 1981-1984

Budget Supervisor, Federal Grant, *Adult Reading Academy Project*, University of Maryland, 1980-1981

PROFESSIONAL ASSOCIATIONS

American Psychological Association

American Educational Research Association

Society for Text and Discourse

Society for the Scientific Study of Reading

European Association for Learning and Instruction

HONOR SOCIETIES

National Academy of Education

National Society for the Study of Education

Phi Delta Kappa

Phi Kappa Phi

PUBLICATIONS

Books

- Mayer, R. E., & Alexander, P. A. (Eds.) (2017). *Handbook of research on learning and instruction: Second Edition*. New York: Routledge.
- Alexander, P. A., Levine, F. J., & Tate, W. F. (Eds.) (2016). *Education research: A century of discovery*. Thousand Oaks, CA: Sage Publications.
- Mayer, R. E., & Alexander, P. A. (Eds.) (2011). *Handbook of research on learning and instruction*. New York: Routledge.
- Alexander, P. A., & Winne, P. H. (Eds.) (2006). *Handbook of educational psychology (Second edition)*. New York: Taylor & Francis.
- Alexander, P. A. (2006). *Psychology in learning and instruction*. Upper Saddle River, NJ: Pearson.
- Murphy, P. K., & Alexander (2005). *Understanding how students learn: A guide for instructional leaders*. Thousand Oaks, CA: Corwin Press.
- Garner, R., & Alexander, P. A. (Eds.) (1994). *Beliefs about text and about instruction with text*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Goetz, E. T., Alexander, P. A., & Ash, M. (1992). *Educational psychology: A classroom perspective*. Columbus, OH: Charles E. Merrill.
- Weinstein, C. E., Goetz, E. T., & Alexander, P. A. (Eds.) (1988). *Learning and study strategies: Issues in assessment, instruction, and evaluation*. San Diego: Academic Press.
- Alexander, P. A., & Muia, J. (1982). *Gifted education: A comprehensive roadmap*. Rockville, MD: Aspen Systems.

Chapters in Edited Volumes

- Alexander, P. A., & Fusenig, J. (in press). Learning across the lifespan. In R. Tierney, F. Rizvi, & K. Ercikan (Eds.), *International encyclopedia of education (4th ed.): Section 14. Learning, cognition and human development*, I. Wilkinson & J. Parr (Sect. Eds.). Elsevier.
- Murphy, P. K., Alexander, P. A., & Ogata, T. M. (n.d.). Hast thee any philosophy: Unearthing the value of philosophy for educational psychology. In P. A. Schutz & K. R. Muis (Eds.), *Handbook of educational psychology (4th ed.)*. Routledge.

- Alexander, P. A. (in press). The interplay of knowledge, strategies, and interest in the development of expertise within professions. In J. Glückler, C. Winch, & A. M. Punstein (Eds.) *Professions and proficiency (Knowledge and space, Vol 18)*. Springer.
- Alexander, P. A. (in press). Exploring the boundaries between motivation, cognition, and emotion: Theoretical, empirical, and practical distinctions. In M. Bong, S-I Kim, & J. Reeve (Eds.), *Motivation science: Controversies and insights*. Oxford University Press.
- Alexander, P. A. (in press). Good versus bad motivation? Avoiding the lure of false dichotomies. In M. Bong, S-I Kim, & J. Reeve (Eds.), *Motivation science: Controversies and insights*. Oxford University Press.
- Alexander, P. A. (in press). Creating a motivating learning environment: Guiding principles from philosophy, psychology, and pedagogy. In M. Bong, S-I Kim, & J. Reeve (Eds.), *Motivation science: Controversies and insights*. Oxford University Press.
- Alexander, P. A., & Schoute, E. C. (2022). Knowledge, knowing, and information: Their meaning and meaningfulness to learning and development. In T. Good & M. McCaslin (Sect. Eds.), and D. Fisher (Gen. Ed.), *Online encyclopedia on education*. New York: Routledge. <https://doi.org/10.4324/9781138609877-REE203-1>
- Alexander, P. A., & Mayer, R. (2021). United States of America. In T. de Jong (Ed.), *Graduating around the globe: Protocols, principles, and traditions for PhD graduations*. ISSUU: University of Trente. https://issuu.com/utwente/docs/graduating_around_the_globe
- Alexander, P. A. (2021). Reading and learning: An intricate and inseparable bond. In D. Sumara & D. Alvermann (Eds.), *Ideas that changed literacy practices: First person accounts from leading voices* (Chap. 2). Myers Education Press.
- Alexander, P. A., & the Disciplined Reading and Learning Research Laboratory (2020). Relational reasoning: The bedrock of integration within and across multiple representations, documents, and perspectives. In P. N. Van Meter, A. List, D. Lombardi, & P. Kendeou (Eds.), *Handbook of learning from multiple representations and perspectives* (pp. 401-424). New York: Routledge.
- Alexander, P. A. (2020). The future of strategy theory. research, and implementation: Roads less traveled. In D. L. Dinsmore, L. K. Fryer, & M. M. Parkinson (Eds.), *Handbook of strategies and strategic processing: Conceptualization, measurement, and analysis* (pp. 406-423). New York: Routledge. <https://www.taylorfrancis.com/books/9780429423635/chapters/10.4324/9780429423635-25>
- Alexander, P. A., & Fox, E. (2019). Reading research and practice over the decades: A historical analysis. In D. E. Alvermann, N. J. Unrau, M. Sailors, & R. B. Ruddell (Eds.), *Theoretical models and processes of literacy*, (7th ed.; pp. 35-64). New York: Routledge.

- Alexander, P. A., Grossnickle Peterson, E. M., Dumas, D., & Hattan, C. (2018). A retrospective and prospective examination of cognitive strategies and academic development: Where have we come in twenty-five years? In A. O'Donnell (Ed.), *Oxford handbook of educational psychology*. New York: Oxford University Press. Online Publication Date: May 2018 doi: 10.1093/oxfordhb/9780199841332.013.23
- Alexander, P. A. (2018). Information management versus knowledge building: Implications for learning and assessment in higher education. In O. Zlatkin-Troitschanskaia, M. Toepper, & H. A. Pant, C. Lautenbach, & C. Kuhn (Eds.), *Assessment of learning outcomes in higher education: Cross national comparisons and perspectives* (pp. 43-56). Dordrecht, Netherlands: Springer.
- Alexander, P. A. (2018). Into the future: A prospective look at the model of domain learning. In H. Fives & D. L. Dinsmore (Eds.) *The Model of Domain Learning: Understanding the development of expertise* (pp. 195-214). New York: Routledge.
- Alexander, P. A., Murphy, P. K., & Sun, Y. (2018). Knowledge and beliefs change in academic development. In H. Fives & D. L. Dinsmore (Eds.) *The Model of Domain Learning: Understanding the development of expertise* (pp. 157-174). New York: Routledge.
- Grossnickle Peterson, E. M., Alexander, P. A., & List, A. (2017). The argument for epistemic competence. In A. Bernholt, H. Gruber, & B. Moschner (Eds.), *Knowledge and learning: How epistemic beliefs affect school, university and the world of work* [Wissen und lernen: Wie epistemische Überzeugungen Schule, Universität und Arbeitswelt beeinflussen] (pp. 254-270). Munster, Germany: Waxmann.
- Alexander, P. A., & Mayer, R. E. (2017). Introduction to research on instruction. In R. E. Mayer & P. A. Alexander (Eds.), *Handbook of research on learning and instruction: Second edition* (pp. 285-289). New York: Routledge.
- Mayer, R. E., & Alexander, P. A. (2017). Introduction to research on learning. In R. E. Mayer & P. A. Alexander (Eds.), *Handbook of research on learning and instruction: Second edition* (pp. 3-7). New York: Routledge.
- Alexander, P. A., Levine, F. J., & Tate, W. J. (2016). Exemplifying a century of education research: An introduction to the centennial volume. In P. A. Alexander, F. J. Levine, & W. J. Tate (Eds.) *Education research: A century of discovery* (pp. ix-xvii). Thousand Oaks, CA: Sage Publications.
- Murphy, P. K., & Alexander, P. A. (2016). Interrogating the relation between conceptual change and epistemic beliefs. In J. A. Greene, W. A. Sandoval, & I. Bråten (Eds.), *Handbook of epistemic cognition* (pp. 439-459). New York: Routledge.

- Alexander, P. A. (2016). The arguments for and the reasoning about epistemic cognition: A response to the chapters on psychological perspectives. In J. A. Greene, W. A. Sandoval, & I. Bråten (Eds.), *Handbook of epistemic cognition* (pp. 100-110). New York: Routledge.
- Loughlin, S. M., & Alexander, P. A. (2016). Individual differences relations and interrelations: Reconciling issues of definition, dynamism, and development. In P. A. Afflerbach (Ed.), *Handbook of individual differences in reading: Text and context* (pp. 377-393). New York: Routledge.
- Farley, F., Alexander, P. A., et al. (2015). Afterwords I: Perspectives on the past, present, and future of educational psychology. In L. Corno & E. Anderman (Eds.), *Handbook of educational psychology* (3rd ed., pp. 415-432). New York: Routledge.
- Alexander, P. A., Grossnickle, E. M., & List, A. (2014). Navigating the labyrinth of teacher motivations and emotions. In P. Richardson, S. Karabenick, & H. Watt (Eds.) *Teacher motivation: Theory and practice* (pp. 150-163). New York: Routledge.
- Alexander, P. A., & Baggetta, P. (2014). Percept-concept coupling and human error. In D. N. Rapp & J. L. G. Baasch (Eds.), *Processing inaccurate information: Theoretical and applied perspectives from cognitive science and the educational sciences* (pp. 297-327). Boston: MIT Press.
- Maggioni, L., Fox, E., & Alexander, P. A. (2014). Beliefs about reading, text, and learning from text. H. Fives & M. Gregoire-Gill (Eds.), *International handbook of research on teacher beliefs* (pp. 353-369). New York: Taylor & Francis.
- Murphy, P. K., & Alexander, P. A. (2013). Situating text, talk, and transfer in conceptual change: Concluding thoughts. In S. Vosniadou (Ed.), *International handbook of research on conceptual change* (2nd Ed., pp. 603-621). New York: Routledge.
- Newton, K. J., & Alexander, P. A. (2013). Early mathematics learning in perspective: Eras and forces of change. In L.D. English & J.T. Mulligan (Eds.), *Reconceptualizing early mathematics learning education* (pp. 5-28). Dordrecht, Netherlands: Springer
- Alexander, P. A., Murphy, P. K., & Greene, J. A. (2012). Projecting educational psychology's future from its past and present: A trend analysis. In K. R. Harris, S. Graham, & T. Urdan (Eds.), *Educational psychology handbook: Vol. 1. Theories, constructs, and critical issues* (pp. 3-32). Washington, DC: American Psychological Association.
- Murphy, P. K., Alexander, P. A., & Muis, K. R. (2012). Knowledge and knowing: The journey from philosophy and psychology to human learning. In K. R. Harris, S. Graham, & T. Urdan (Eds.), *Educational psychology handbook: Vol. 1. Theories, constructs, and critical issues* (pp. 189-226). Washington, DC: American Psychological Association.

- Alexander, P. A., Dinsmore, D. L., Fox, E., Grossnickle, E. M., Loughlin, S. M., Maggioni, L., Parkinson, M. M., & Winters, F. I. (2011). Higher order thinking and knowledge: Domain-general and domain-specific trends and future directions. In G. Schraw & D. Robinson (Ed.), *Assessment of higher order thinking skills* (pp. 47-88). Charlotte, NC: Information Age Publishers.
- Alexander, P. A. (2011). A matter of principle: Evidence of learner-centered psychological practices among effective teachers. In A. Graeber, L.H. Valli, & K. J. Newton (Eds.), *Upper elementary math lessons: Case studies of real teaching* (pp. 113-123). Lanham, MD: Rowman and Littlefield.
- Alexander, P. A., Dinsmore, D. L., Parkinson, M., & Winters, F. (2011). Self-regulated learning in academic domains. In B. Zimmerman & D. Schunk (Ed.), *Handbook of self-regulation of learning and performance*. New York: Routledge.
- Alexander, P. A. (2011). A matter of principle: Evidence of learner-centered psychological practices among effective teachers. In M. J. Chambliss & L.H. Valli (Eds.), *Upper elementary reading lessons: Case studies of real teaching* (pp. 137-148). Lanham, MD: Rowman and Littlefield.
- Mayer, R. E., & Alexander, P. A. (2011). Introduction to research on learning. In R. E. Mayer & P. A. Alexander (Eds.), *Handbook of research on learning and instruction* (pp. 3-6). New York: Routledge.
- Alexander, P. A., & Mayer, R. E. (2011). Introduction to research on instruction. In R. E. Mayer & P. A. Alexander (Eds.), *Handbook of research on learning and instruction* (pp. 245-248). New York: Routledge.
- Fox, E., & Alexander, P. A. (2011). Learning to read. In R. E. Mayer & P. A. Alexander (Eds.), *Handbook of research on learning and instruction* (pp. 7-31). New York: Routledge.
- Alexander, P. A., & Fox, E. (2011). Adolescent reading. In M. L. Kamil, P. D. Pearson, E. B. Moje, & P. Afflerbach (Eds.), *Handbook of reading research, Vol. IV* (pp. 157-176). New York: Routledge.
- Alexander, P. A., & Fox, E. (2013). A historical perspective on reading research and practice, redux. In D. E. Alvermann, N. J. Unrau, & R. B. Ruddell (eds.), *Theoretical models and processes of reading* (6th Ed., pp. 3-46). Newark, DE: International Reading Association.
- Maggioni, L., & Alexander, P. A. (2010). Knowledge domains and domain learning. In E. Baker, P. Peterson, & B. McGaw (Eds.), *International encyclopedia of education* (3rd ed., pp. 255-264). Amsterdam, Netherlands: Elsevier.
Reprinted: Maggioni L., & Alexander, P. A. (2011). Knowledge domains and domain learning. In V. G. ver Aukrust (Ed.), *Learning and cognition* (pp. 118-127). Amsterdam, Netherlands: Elsevier.

- Alexander, P. A., & Buehl, M. M. (2009). Beliefs about learning in academic domains. In K. Wentzel & A. Wigfield (Eds.), *Handbook on motivation at school* (pp. 697-726). New York: Routledge.
- Alexander, P. A., Murphy, P. K., & Kulikowich, J. M. (2009). Expertise and the adult learner: A historical, psychological, and methodological exploration. In M. C. Smith & N. DeFrates-Densch (Eds.) *The handbook of research on adult learning and development* (pp. 484-523). New York: Routledge.
- Fox, E., & Alexander, P. A. (2009). Text comprehension: A retrospective, perspective, and prospective. In S. E. Israel & G. G. Duffy (Eds.), *Handbook of research on reading comprehension* (pp. 227-239). New York: Routledge.
- Alexander, P. A., & Fox, E. (2008). Reading in perspective. In M. J. Fresch (Ed.), *An essential history of current reading practices* (pp. 12-32). Newark, DE: International Reading Association.
- Murphy, P. K., & Alexander, P. A. (2008). The role of knowledge, beliefs, and interest in the conceptual change process: A meta-analysis and synthesis of the research. In S. Vosniadou (Ed.), *International handbook of research on conceptual change* (pp. 583-616). New York: Routledge.
- Murphy, P. K., & Alexander P. A. (2007). Cherishing students' meanings while seeking change: Walking an ethical tightrope. In S. E. Israel & C. A. Lassonde (Eds.). *The Ethical Educator: Integrating ethics within the context of teaching and teacher research* (pp. 9-17). New York: Peter Lang Publishers Group.
- Alexander, P. A., & Sinatra, G. M. (2007). First steps: Scholars' promising movements into a nascent field of inquiry. In S. Vosniadou, A. Baltas, & X. Vamvakoussi (Eds.) *Re-framing the conceptual change approach in learning and instruction* (pp. 221-236). Amsterdam: Elsevier.
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Alexander, P. A., Garner, R., & Hare, V. C. (1984). *The effects of time, access, and question type on the response accuracy and frequency of lookbacks in older, proficient readers*. (Technical Report No. R83008). College Station, TX: Instructional Research Laboratory, College of Education.

Alexander, P. A., & White, C. S. (1984). *Effects of a componential approach to analogy training on fourth-graders' performance of analogy and comprehension tasks: An exploratory investigation*. (Technical Report No. R84001). College Station, TX: Instructional Research Laboratory, College of Education.

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- Goetz, E. T., Alexander, P. A., & Burns, C. (1984). The instructional cycle: On teaching the teacher. In J. Denton, W. Peters, & T. Savage (Eds.), *New directions in teacher education: Foundations, curriculum, policy* (pp. 53-62). College Station, TX: Instructional Research Laboratory, Texas A&M University, College of Education.
- White, C. S., & Alexander, P. A. (1983). Direct instruction in analogical reasoning processes. In M. Sadoski, D. Wiseman, & J. Denton (Eds.), *Literacy research: The reader, the text, the teacher* (pp. 93-97). College Station, TX: Instructional Research Laboratory, Texas A&M University, College of Education.
- Alexander, P. A., & Bockmiller, P. (1983). Perspective shift in adult readers: The effects of the generic on the recall of expository text. In M. Sadoski, D. Wiseman, & J. Denton (Eds.), *Literacy research: The reader, the text, the teacher* (pp. 39-46). College Station, TX: Instructional Research Laboratory, Texas A&M University, College of Education.
- Alexander, P. A. (1982). *An investigation of the effects of explicit criterial-task knowledge on the studying behaviors of older, proficient readers*. (Technical Report No. R82009). Instructional Research Laboratory: College of Education, Texas A&M University.
- Alexander, P. A., & Bockmiller, P. (1982). *Perspective shift in adult readers: The effects of the generic on the recall of expository text*. (Technical Paper No. R82006). Instructional Research Laboratory: College of Education, Texas A&M University.
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- Bockmiller, P., & Alexander, P. A. (1981). The effects of the generic "he" or "she" on the recall of written discourse: A preliminary investigation. In B. Heathington (Ed.), *Breaking barriers: Overcoming career stereotyping in early childhood* (pp. 59-63). College Park, Maryland: University of Maryland Press. (ED - 225- 672).

Media Events

- Alexander, P. A. (2016). *Re-educating the mind*. AERA Education Forum. https://www.youtube.com/watch?v=ozIapr_MmU8
- Alexander, P. A. (2019). *Knowledge and the iGeneration: The epistemic consequences of living and learning*. The 18th Interdisciplinary Symposium on Knowledge and Space. Institute of Geography, Heidelberg University, Germany. https://www.youtube.com/watch?v=FLxzQtW_YtY
- Alexander, P. A. (2019). *The "non-smart" use of smart technologies*. Terrapin EdTalk. College of Education, University of Maryland. <https://today.umd.edu/articles/screen-saver-b3a4d7c9-d54b-47e7-8000-a93fe7b0c4e6>

Alexander, P. A. (2020). *Live with the Author: Episode 17*. The science of reading special edition video series. International Reading Association.

<https://www.youtube.com/watch?v=UdRZxcq6sMc&list=PLPEkvzXdK-8rmbzC9UuvXY5A1M1O47lhk&index=17&t=798s>

Alexander, P. A. (2021). *The power of patterns in thinking and reasoning*. Erno Lehtinen Online Colloquium Series, Torku University, Finland.

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Alexander, P. A. & McNamara, D. (2021). *The future of publishing: A fireside chat with Dr. Patricia A. Alexander and Dr. Danielle McNamara*. Webinar of Division 15

(Educational Psychology) of the American Education Research Association.
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Alexander, P. A., & Singer Trakhman, L. M. (2021). *Reading in print or online*. Science of Reading Podcast. <https://podcasts.apple.com/us/podcast/science-of-reading-the-podcast/id1483513974?i=1000533060787>

Test Development (Copyrighted)

Alexander, P. A., & the Disciplined Reading and Learning Research Laboratory (2012). *Test of Relational Reasoning*. College Park, MD: University of Maryland.

Alexander, P. A., & the Disciplined Reading and Learning Research Laboratory (2014). *Verbal Test of Relational Reasoning*. College Park, MD: University of Maryland.

Alexander, P. A., & the Disciplined Reading and Learning Research Laboratory (2019). *Test of Relational Reasoning-Junior* (copyright pending) College Park, MD: University of Maryland.

Editorials, Invited Papers (NonRefereed), and Other Projects

Alexander, P. A. (2015, February). A+ Students/C- Learners: Education's Report Card. *Psychology Today*, American Psychology Association Blog Series.
<https://www.psychologytoday.com/blog/psyched/201502/student-sc-learners-education-s-report-card>

Alexander, P. A., & Fox, E. (2007) Reading. In E. Fletcher-Janzen & C. R. Reynolds (Eds.), *Encyclopedia of special education: Volume 3*. (3rd ed., pp. 1677-1680). New York: John Wiley & Sons.

Alexander, P. A., & Fox, E. (2007) Reading disorders. In E. Fletcher-Janzen & C. R. Reynolds (Eds.), *Encyclopedia of special education: Volume 3*. (3rd ed., pp. 1680-1685). New York: John Wiley & Sons.

- Alexander, P. A., & Fox, E. (2007) Reading remediation. In E. Fletcher-Janzen & C. R. Reynolds (Eds.), *Encyclopedia of special education: Volume 3*. (3rd ed., pp. 1689-1693). New York: John Wiley & Sons
- Alexander, P. A. (2004). *Facilitating effective learning for all students: Module A*. (Video course). Los Angeles, CA: Canter & Associates.
- Alexander, P. A. (1994, November). *Motivation, situation, information, and initiation: Ingredients for academic success*. Newsletter for the American Educational Research Association Special Interest Group on Text, Technology, and Learning Strategies.
- Alexander, P. A. (1992, March). *Seeking resolution*. Editorial for the Bryan/College Station Eagle.
- Alexander, P. A. (1991, December). *Tampering with success*. Editorial for the Bryan/College Station Eagle.
- Alexander, P. A. (1991, September). *The value of higher education*. Editorial for the Bryan/College Station Eagle.
- Alexander, P. A. (1990, Spring). More effective units for gifted and talented students. *Tempo*, 10, 10-11.
- Alexander, P. A. (1990, November). Two statements to the State Board of Education on restructuring secondary science curriculum. *The Texas Science Teacher*, 19, 16-17.
- Alexander, P. A. (1987). Durrell analysis of reading difficulties. In C. R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education*. (Vol 3: p. 548). New York: John Wiley & Sons.
- Alexander, P. A. (1987). Reading. In C. R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education*. (Vol. 3: pp. 1300-1303). New York: John Wiley & Sons.
- Alexander, P. A. (1987). Reading disorders. In C. R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education*. (Vol. 3: pp. 1304-1309). New York: John Wiley & Sons.
- Alexander, P. A. (1987). Reading remediation. In C. R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education*. (Vol. 3: pp. 1311-1315). New York: John Wiley & Sons.
- Alexander, P. A. (1985). The bottom line: Editorial. In R. Wilson & G. Cleland, *Diagnostic and remedial reading for classroom and clinic*. Columbus, OH: Charles E. Merrill.
- Alexander, P. A. (1984). *Final Report: Dean's Grant Project*. (OE Grant No. G008101963).

Alexander, P. A. (1983, January). A New Year's resolution (Guest Editorial). *Teacher Education Program Follow-Up Studies Newsletter*.

Alexander, P. A. (1981). *Predictive accuracy of third and fifth graders across linguistic and nonlinguistic comprehension measures: The relationship between performance on graduated passage questions under listening and reading conditions and the Standard Progressive Matrices*. Unpublished doctoral dissertation. University of Maryland.

PRESENTATIONS

International/National Keynotes and Invitational Talks

Alexander, P. A. (2022, November). *Learning to learn effectively in today's hyperconnected world: Essential strategies for students and teachers*. Fourth International Conference on Situating Strategy Use (SSU4): Strategic Learning in an Uncertain World, Wellington, New Zealand.

Alexander, P. A. (2022, August). *Skill, will, and thrill: Understanding the complex interplay of cognition, metacognition, and motivation in learning and development*. Keynote delivered at the meeting of European Association for Research on Learning and Instruction, SIG 8 & 16 Joint Conference. Dresden, Germany.

Alexander, P. A. (2022, June). *Teaching and learning in today's hyperconnected world: A critical cost-benefit analysis for educators and students*. Keynote delivered at the meeting of European Association for Research on Learning and Instruction, SIG 11: Teaching and Teacher Education, Oldenburg, Germany.

Alexander, P. A. (2022, April). *Mea culpa: Setting educational psychology theories aright*. Invited talk at the AERA Small Research Conference on Setting an Agenda for an Anti-Racist Program of Research in Educational Psychology, Penn State.

Alexander, P. A. (2021, October). *Domain-general vs domain-specific: For what, why, when, and how this matters?* Keynote presented at the International Scientific Network on Developing and Stimulating Competencies: Methodological Challenges and Opportunities for Research, KU Leuven, Belgium.

Alexander, P. A. (2021, September). *Analogical reasoning plus: Why dissimilarities matter*. Invited talk given to the online Analogical Minds Interdisciplinary Seminar.

Alexander, P. A. (2021, June). *Educational research at the crossroads: Pursuing inquiry that matters for learning and teaching in today's chaotic world*. Keynote for the Netherlands Educational Research Association and the Flemish Forum for Educational Research's annual Educational Research Days.

Alexander, P. A., & Levine, R. (2021, June). *Successful academic publishing: A global perspective*. Invited online workshop at the World Educational Research Conference.

Alexander, P. A. (Panelist) (2021, April). *How should we navigate open science in educational research? Brainstorming, conversation, debate, and problem-solving*. Invited session of the virtual annual meeting of the American Educational Research Association.

Alexander, P. A. (2021, January). *The power of patterns in thinking and reasoning*. Invited lecture for the Erno Lehtinen Online Colloquium Series, University of Turku, Finland.

Alexander, P. A. (2020, June). The nuts and bolts of academic publishing. In P. A. Alexander (Organizer), *How to get published*. Video workshop for the American Educational Research Association.

Alexander, P. A. (November, 2019). *How to succeed at academic publishing*. The AERA-NSF Grants Program, Fall Conference. Washington, DC.

Alexander, P. A. (November, 2019). *Plying the tools of academic publishing: The nuts and bolts*. Presentation to the Women in Engineering Conference, Anaheim, California

Alexander, P. A. (2019, October). *The “non-smart” use of smart technologies: The new digital divide for today's iGeneration*. TerrapinTalk for the 100th-year celebration of the College of Education, University of Maryland.

Alexander, P. A. (2019, October). *Redefining literacy for all in the 21st century: The nexus of text, critical thinking, and technology*. Helge Eng Invited Lecture, University of Oslo, Oslo.

Alexander, P. A., & Levine, F. (2019, July). *Looking globally at the publication process*. World Educational Research Association. Tokyo.

Alexander, P. A. (2019, June). *Knowledge and the iGeneration: The epistemic consequences of living and learning in the digital age*. Invited presentation at the 18th International Knowledge and Space Symposium on “Professions and Proficiency,” Heidelberg, Germany.

Alexander, P. A. (2019, June). *The iGeneration and literacy instruction: Teaching and learning in the age of virtual reality, social media, and fake news*. Invited presentation at the Keystone State Literacy Association Leadership Workshop, State College, PA.

Alexander, P. A. (2019, April) (Chair/Discussant). *Innovations in learning: A worldwide perspective*. Invited session for the World Educational Research Association at the annual meeting of the American Educational Research Association, Toronto.

- Alexander, P. A. (2019, April). The nuts and bolts of academic publishing. In P. A. Alexander (Organizer), *How to get published*. Workshop presented at the annual meeting of the American Educational Research Association, Toronto.
- Alexander, P. A. (2018, December). *The foundational role of relational reasoning for assessing tertiary students' general and domain-specific ability and performance*. Keynote presented at the International Junior Faculty Research Conference, Humboldt University, Berlin.
- Alexander, P. A. (2018, November). *Learning and teaching in the age of virtual reality, social media, and fake news*. Keynote to the 11th New Zealand Educational Psychology Forum, Auckland.
- Alexander, P. A. (2018, November). *Teaching and learning in the age of the I-Generation*. Public address presented at the University of Auckland, New Zealand.
- Alexander, P. A. (2018, November). *Relational thinking and relational reasoning*. Invited presentation to the School of Psychology, University of Auckland, New Zealand.
- Alexander, P. A. (2018, November). *Relational reasoning: Making neuroscience relevant to classroom learning*. Invited presentation to the Faculty of Learning, Development and Professional Practice, University of Auckland, New Zealand.
- Alexander, P. A. (2018, November). *Reading on paper or digitally: The effects of medium on students' comprehension and judgments of learning*. Invited presentation to the Faculties of Learning, Development and Professional Practice and Curriculum and Pedagogy, University of Auckland, New Zealand.
- Alexander, P. A., (2018, September). *Rethinking learning and teaching in the age of virtual reality, social networking, and fake news*. Invited address presented at the Faculty of Education, University of Turku, Finland.
- Alexander, P. A. (2018, August). *Successful academic publishing: A global perspective*. Workshop presented at the World Educational Research Association World Congress, Cape Town, South Africa.
- Alexander, P. A. (2018, April). The nuts and bolts of academic publishing. In P. A. Alexander (Organizer). *How to get published*. Workshop presented at the annual meeting of the American Educational Research Association, New York.
- Alexander, P. A. (2017, November). The nuts and bolts of academic publishing. In P. A. Alexander (Organizer). *Academic publishing: An international perspective*. Meeting of the World Educational Research Association, Hong Kong.

Alexander, P. A. (2017, April). The nuts and bolts of academic publishing. In P. A. Alexander (Organizer). *How to get published*. Workshop presented at the annual meeting of the American Educational Research Association, San Antonio.

Alexander, P. A. (2017, April). *The challenges of teaching and learning in the 21st century: Implications for PSU College of Nursing*. Invited presentation to the Penn State College of Nursing faculty.

Alexander, P. A. (2017, February). *What education our students need and deserve in the 21st century*. Tatnall School, Wilmington, DE.

Alexander, P. A. (2016, May). *Getting it right! The education our children need and deserve*. Keynote at Benchmark School on the receipt of the Compass Award, Media PA.

Alexander, P. A. (2016, April) (Panelist). *Uncovering the past to shape the future*. Division C Vice Presidential Moderated Debate at the annual meeting of the American Educational Research Association, Washington, DC

Alexander, P. A. (2016, April) (Participant). Public scholarship ED Talks: Broadening conceptions of learning. Presidential Session at the annual meeting of the American Educational Research Association, Washington, DC.

Alexander, P. A. (2016, April) (Director). *How to get published: Guidance from emerging and senior scholars*. Professional Development Workshop to be presented at the annual meeting of the American Educational Research Association, Washington, DC.

Alexander, P. A. (2016, April) (Participant). *Discovering our past, creating our future*. Centennial Plenary at the annual meeting of the American Educational Research Association, Washington, DC.

Alexander, P. A. (2016, February). *Re-educating the mind*. Invited talk at the Knowledge Forum sponsored by the American Educational Research Association and the White House, Washington, DC.

Alexander, P. A. (2015, September). *Looking globally at the publication process: What works?* Invited presentation at the World Educational Research Association, Budapest.

Alexander, P. A. (2015, April). *Information management versus knowledge building: Implications for learning and assessment in higher education*. Affiliated Meeting of KOKOHs, Competence Modelling and Competence Assessment in Higher Education, Johannes Gutenberg-Universität Mainz Germany and the American Educational Research Conference Chicago.

Alexander, P. A. (2015, April) (Moderator). *Justice requires informed action: Fighting anti-intellectualism with educational research*. Presidential Session at the Annual Meeting of the American Educational Research Association, Chicago.

Alexander, P. A. (2015, April) (Director). *How to get published: Guidance from emerging and senior scholars*. Professional Development Workshop to be presented at the annual meeting of the American Educational Research Association, Chicago.

Alexander, P. A. (2014, October). *Information management versus knowledge building: Implications for text-based learning in on-line and off-line contexts*. Keynote at the Norwegian Graduate School of Educational Science's National PhD Days, Stavanger, Norway.

Alexander, P. A. (2014, July). *Relational thinking and relational reasoning: Tapping roots of human learning and development*. Divisional Keynote Address presented at the International Congress of Applied Psychology (ICAP), Paris.

Alexander, P. A. (2014, March). *Information management versus knowledge building: What studies of multiple source use reveal about students' learning and performance*. Keynote presented at the Second Conference for the Society for Empirical Education Research (GEBF), Frankfurt.

Alexander, P. A. (2014, April) (Panelist). *Educational psychology and learning sciences: Complementary or competing interests for educational research and practice? Division C Vice President's moderated debate*. Invited session presented at the annual meeting of the American Educational Research Association, Philadelphia.

Alexander, P. A. (2014, April) (Director). *How to get published: Guidance from emerging and senior scholars*. Professional Development Workshop to be presented at the annual meeting of the American Educational Research Association, Philadelphia.

Alexander, P. A. (2014, April). *In praise of the (in)authentic in learning and instruction*. Invited presentation at the Triennial Travesty Session at the annual meeting of the American Educational Research Association, Philadelphia.

Alexander, P. A. (2013, October). *CAEP: Innovation in accreditation: Questions from the sidelines*. Invited commentary at the American Educational Research Association Consolidated Committee Meeting, Washington, DC.

Alexander, P. A. (2013, September). *How to get published in the academy: Tools of the trade*. Invited address at the American Educational Research Association Grants Program. Washington, DC.

Alexander, P. A. (2013, August). *Rethinking intelligence: Beyond IQ*. Invited address at the University of Auckland, New Zealand.

- Alexander, P. A. (2013, April) (Discussant). The intelligence of relational reasoning. In W. Slater & R. Horowitz (Chairs), *The assessment of rational thinking: IQ ≠ RQ. Distinguished Scholar Symposium in Honor of Keith E. Stanovich*, Sponsored by the AERA SIG: Research in Reading and Literacy, American Educational Research Association, San Francisco.
- Alexander, P. A. (2013, April) (Director). *How to get published: Guidance from emerging and senior scholars*. Professional Development Workshop for the American Educational Research Association, San Francisco.
- Alexander, P. A. (2013, February). *Information management versus knowledge building: Challenges for teaching and learning in the 21st century*. Invited address at Mary Lou Fulton Teachers College, Arizona State University, Tempe.
- Alexander, P. A. (2012, September). *Relational reasoning and conceptual change: Coupling percept and concept in complex understandings*. Keynote address presented at the European Association for Research on Learning and Instruction's 8th International Conference on Conceptual Change, Trier, Germany.
- Alexander, P. A. (2012, July). *Unlocking the secrets to academic publishing*. Invited address at the University of Auckland, Auckland, New Zealand.
- Alexander, P. A. (2012, July). *Unlocking the secrets to academic publishing*. Invited address at the Victoria University, Wellington, New Zealand.
- Alexander, P. A. (2012, April) (Director). *How to get published: Guidance from emerging and senior scholars*. Professional Development Workshop for the American Educational Research Association, Vancouver, Canada.
- Alexander, P. A. (2012, March). *Facing the challenges of teaching and learning in the 21st century*. Invited address at Universidad Autónoma de Madrid, Spain.
- Alexander, P. A. (2012, March). *The realities of learning and teaching in the 21st century: Implications for the use of multimedia*. Presentation at the invitation conference of Learning with Multimedia Materials in Formal and Informal Contexts, Madrid, Spain.
- Alexander, P. A. (2012, February). *Reading into the future: The challenges of competent literacy for the 21st century*. Graduate Student Association, University of North Carolina, Chapel Hill.
- Alexander, P. A. (2012, February). *Knowledge building versus information management: Confronting the challenges of teaching and learning in the 21st century*. Center for Teaching and Learning Enhancement, Lamar University, Beaumont, TX.
- Alexander, P. A. (2012, February). *What I have learned (so far)*. Presidential Address at the annual meeting of the Southwest Educational Research Association, New Orleans.

- Alexander, P. A. (2011, November). *Question asking and human intentionality*. Keynote address at the AAAI 2011 Fall Symposium on Question Generation. Arlington, VA.
- Alexander, P. A. (2011, August). *Information management versus knowledge building. The role of epistemic beliefs and relational thinking in 21st century learning*. Invited presentation to the Faculty of Education, Auckland University, Auckland, New Zealand.
- Alexander, P. A. (2011, May). *Seeing "I" to "I": The relation between interest and intent in academic development*. The Third annual bMRI Symposium on Motivation hosted by the World Class University Project Group on Interdisciplinary Consolidation of Motivation and Emotion Research and organized by the Brain and Motivation Research Institute (bMRI) of Korea University, Seoul.
- Alexander, P. A. (2011, April). *The place of education in the puzzle of my life*. Keynote at the 15th annual celebration, Lambda Theta Alpha Latina Sorority, Upsilon Chapter. College Park, MD
- Alexander, P. A. (2011, April). *The anatomy of an article*. Presentation to the special joint session of the American Educational Research Association and the Education Writers Association, New Orleans.
- Alexander, P. A. (2011, April) (Panelist). *What educational psychologists and learning scientists can learn from each other: A dialogue*. Invited panel discussion to be presented at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A. (2011, April) (Director). *How to get published: Guidance from emerging and senior scholars*. Professional Development Workshop for the American Educational Research Association, New Orleans.
- Alexander, P. A. (2011, January). *Information management versus knowledge building. The role of epistemic beliefs and relational thinking in 21st century learning*. Invited presentation to the Faculty of Education, Haifa University, Haifa, Israel.
- Alexander, P. A. (2011, January). *The nature of expertise: Implications for teaching and learning*. Invited presentation to faculty of Kaye Academic College, Beer Sheva, Israel.
- Alexander, P. A. (2011, January). *Knowledge, information, and truth: Challenges of developing competent literacy in the 21st century*. Invited presentation to the faculty of Hebrew University, Jerusalem, Israel.

- Alexander, P. A. (2011, January). *The nuts and bolts of academic publishing*. Invited presentation to Education Fellows, Mandel Leadership Institute, Jerusalem, Israel.
- Alexander, P. A. (2011, January). *Knowledge, information, and truth: Challenges of developing competent literacy in the 21st century*. Invited presentation to the School of Education Ben Gurion University, Beer Sheva, Israel.
- Alexander, P. A. (2010, November). *A strategic approach to finding a reading job*. Invited presentation at the National Academy of Education's Fall Adolescent Literacy Predoctoral Fellows Retreat, Washington, DC.
- Alexander, P. A. (2010, April) (Director). *How to get published: Guidance from emerging and senior scholars*. Professional Development Workshop for the American Educational Research Association, Denver.
- Alexander, P. A. (2009, December). *Knowledge, information, and truth: Sitting in judgment of the epistemic beliefs of others*. Presentation to the meeting of the European Network for Research on Epistemological Beliefs, Münster, Germany.
- Alexander, P. A. (2009, November). *The need for theory in educational psychology: A case in point*. Keynote presented at the Second Educational Psychology Forum Theory, Practice Challenge, Wellington, New Zealand.
- Alexander, P. A. (2009, November). *Learning and teaching in postindustrial societies: New twist on an old plot*. Presentation to the Faculty of Education, Victoria University of Wellington, New Zealand.
- Alexander, P. A. (2009, November). *The nuts and bolts of academic publishing*. Presentation to the Faculty of Education, Victoria University of Wellington, New Zealand.
- Alexander, P. A. (2009, October). *Getting the most out of the thesis process: And not letting the thesis get to you!* Presentation to the Faculty of Education, Victoria University of Wellington, New Zealand.
- Alexander, P. A., Loughlin, S. M., & Maggioni, L. (2009, October). *In search of true "general" strategies for learning and development*. Keynote at the 2009 Education, Cognition, and Neuroscience Workshop, Rovereto, Italy.
- Alexander, P. A. (Discussant) (2009, August). *Designing for conceptual change. Different research perspectives—Different educational implications*. Symposium presented at the biennial meeting of the European Association for Research in Learning and Instruction.

- Alexander, P. A., & Elmore P. (2009, April) (Co-Directors). *How to get published: Guidance from emerging and senior scholars*. Professional Development Workshop for the American Educational Research Association, San Diego.
- Alexander, P. A. (2008, July). *The nature of expertise: Implications for learning and teaching*. Faculty of Education, University of Auckland, Auckland, New Zealand.
- Alexander, P. A. (2008, August). *The nature of expertise*. The Jessie Hetherington Centre for Educational Research, Victoria University. Wellington, New Zealand.
- Elmore, P. B., & Alexander, P. A. (Co-Directors). (2008, March). *Getting published: A panel of journal editors and emerging scholars*. Professional training course session presented at the annual meeting of the American Educational Research Association, New York.
- Alexander P. A. (2008, March). *The journey toward expertise*. Invited address for the 2007 Sylvia Scribner Award for Research Contributions to Division C, Learning and Instruction, presented at the annual meeting of the American Educational Research Association, New York.
- Alexander, P. A. (2006, November). *Rethinking reading development: Implications for literacy teaching and learning*. Keynote at the Utah Council of the International Reading Association, Salt Lake City, UT.
- Alexander, P. A. (2006, August). *Evolution of a learning theory: A case study*. Invited Address for the 2006 E.L. Thorndike Award for Career Achievement in Educational Psychology, to be presented at the annual meeting of the American Psychological Association annual meeting, New Orleans, LA.
- Alexander, P. A., & P. K. Murphy (2006, July) How educational factors enhance or inhibit domain learning: A case for academic development. In P. L. Ackerman (Chair), *Determinants of the acquisition of domain knowledge*. Invited symposium conducted at the 26th International Congress of Applied Psychology, Athens, Greece.
- Alexander, P. A. (2006, March). *Developing literate competence in knowledge domains: Toward the improvement of secondary school teaching and learning*. Plenary at the Adolescent Literacy Symposium, University of Michigan, Ann Arbor, MI.
- Alexander, P. A. (2005, November). *UnIntelligent design: Questions of truth, knowledge, and beliefs*. Keynote to the Southwestern Consortium for Innovations in Psychology in Education. Las Vegas, NV.
- Alexander, P. A. (2005, November). (Panelist). *What is good literacy instruction, and whose job is it?* Toward a More Literate Nation Meeting of the Alliance for Excellent Education, Washington, DC.

- Alexander, P. A. (2005, August). (Discussant). *American psychological foundation Esther Katz Rosen symposium: Unwanted gifts—Roadblocks to success in developing academic—Artistic giftedness*. Annual meeting of the American Psychological Association, Washington, DC.
- Alexander, P. A. (2005, April). *The nuts and bolts of academic publishing: A how-to for graduate students and new faculty*. Division C Graduate Student Committee presentation at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Alexander, P. A. (2005, April). (Panelist). *Fight, flight, or fraternization: The role of research in federal education policy making*. Division C Invited session at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Alexander, P. A. (2004, September). *Teaching for expertise*. Invited presentation at the British Journal of Educational Psychology Current Trends Conference, Leeds, England.
- Alexander, P. A. (2004, August). (Panelist). *Perspectives on giftedness: Voices from APA Divisions*. Esther Katz Rosen symposium conducted at the annual meeting of the American Psychological Association, Honolulu, Hawaii.
- Murphy, P. K., & Alexander, P. A. (2004, May). Epistemological threads in the fabric of conceptual change studies. In M. Limón & L. Mason (Chairs), *Changes in epistemological beliefs and effects of epistemological beliefs on conceptual change*. Invited symposium conducted at the 4th European Symposium on Conceptual Change: Philosophical, Historical, Psychological, and Educational Approaches, Delphi, Greece.
- Alexander, P. A. (2004, May). (Panelist). *Learning science with models as interaction between content, mathematical, epistemological, and metacognitive knowledge and Conceptions of learning and teaching at university: Relationships with study strategies and understanding*. Discussion of keynotes presented by M. Wiser and N. Entwistle at the 4th European Symposium on Conceptual Change: Philosophical, Historical, Psychological, and Educational Approaches, Delphi, Greece.
- Alexander, P. A. (2004, April). *Tests, lies, and videotapes: Exposing educational mythology*. Division C Vice-Presidential Address presented at the annual meeting of the American Educational Research Association, San Diego.
- Alexander, P. A. (Discussant). (2004, May). *Methodological issues in studying conceptual change*. Paper session presented at the 4th European Symposium on Conceptual Change: Philosophical, Historical, Psychological, and Educational Approaches, Delphi, Greece.
- Alexander, P. A. (2003, October). *Rethinking schooling as academic development*. Keynote address presented at the annual meeting of the Mid-Western Educational Research Association, Columbus, OH.

- Alexander, P. A. (2003, August). *Expertise and academic development: A new perspective on a classic theme*. Keynote address presented at the 10th Biennial Conference of the European Association for Research on Learning and Instruction, Padua, Italy.
- Alexander, P. A. (2002, December). *Profiling the developing reader: The interplay of knowledge, interest, and strategic processing*. The Oscar Causey Research Award Presentation to the National Reading Conference, Miami, FL.
- Alexander, P. A. (2002, November). *Strategies: What are they and how do they develop?* Presentation at the International Research Conference on First and Second Language Literacy Strategies, College Park, MD.
- Alexander, P. A. (Presenter/Honoree). (2002, April). *Reach for the stars*. Invited session of the Basic Research in Reading and Literacy SIG presented at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A. (2002, January). *The struggling adolescent reader: A new perspective on an enduring problem*. Keynote presented at the Adolescent Literacy Workshop sponsored by the National Institute of Child Health and Human Development.
- Alexander, P. A. (2001, August). *In the year 2020: Envisioning the possibilities for educational psychology*. Presidential Address, Division 15, presented at the annual meeting of the American Psychological Association, San Francisco.
- Alexander, P. A. (Participant). (1999, April). *State of the art session for Division C: Learning and instruction*. Presidential Panel presented at the annual meeting of the American Educational Research Association, Montreal.
- Alexander, P. A. (1998, April). Knowledge seeking: Toward a new model of domain learning. In G. Sinatra (Chair), *New models and metaphors for conceptualizing knowledge*. Invited address at the annual meeting of the American Educational Research Association, San Diego.
- Alexander, P. A. (1997, December). *Knowledge and literacy: A transgenerational perspective*. Invited address presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.
- Alexander, P. A. (1997, March). Unleashing individual differences in classroom instruction: Developing learner competence. In B. Stevens (Chair), *Individual differences and classroom instruction: Myths and realities*. Invited symposium conducted at the annual meeting of the American Educational Research Association, Chicago.
- Alexander, P. A. (1996, August). *Wedding domain knowledge to motivation and strategic processing: Connubial bliss or conceptual blunder?* Invited address presented at the annual meeting of the American Psychological Association, Division 15, Toronto.

- Alexander, P. A. (1996, June). *Enriching the dialogue between cognition and multicultural education: Shared themes of knowledge, conceptualization, complexity, situativity, and individuation*. Invited address presented at the National Conference on Achieving Academic Excellence in Our Multicultural School, Washington, DC.
- Alexander, P. A. (1995, January). *Domain learning: Mapping the multidimensional landscape*. Invited Presidential Address. Annual meeting of the Southwest Educational Research Association, Dallas, TX.
- Alexander, P. A., & Murphy, P. K. (1994, April). The research base for APA's Learner Centered Principles. In B. McCombs (Chair), *Taking research on learning seriously: Implications for teacher education*. Invited symposium conducted at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A. (1994, April). *Learning strategies, multiple intelligence, social constructivism...What is a teacher to do?* Invited Vice-Presidential Conversation (Division K) presented at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A., & Kulikowich, J. M. (1992, April). Learning from physics text: An interaction of subject-matter knowledge and personal interest. In S. Goldman (Chair), *Text design and learning strategies in the content areas*. Invited symposium conducted at the annual meeting of the American Educational Research Association, San Francisco.
- Alexander, P. A. (1991, August). *Studying in the 21st century: A conversation among colleagues*. Invited Panel Discussion (Division 15). Annual meeting of the American Psychological Association, San Francisco.
- Alexander, P. A. (1991, April). *A cognitive perspective on mathematics: Issues of perception, instruction, and assessment*. Invited address at the NATO Advanced Research Workshop on Information Technologies and Problem Solving Research, joint sponsored by Portugal's Department of Education and the University of Lisbon.
- Alexander, P. A. (1988, March). *Analogical reasoning: It's not just for the gifted*. Keynote address to the Texas State Council of the International Reading Association, Fort Worth, TX.
- Schallert, D. L., Alexander, P. A., & Goetz, E. T. (1984, October). *Implicit instruction in strategies for learning from text*. Paper presented at the Learning and Study Strategies Invitational Conference, Texas A&M University, College Station, TX.

International/National/Regional Conferences

- Alexander, P. A. (Discussant) (2022, April). Focusing the analytic lens on evidence-based reasoning: Why perspective matters. In G. S. Campos Oaxaca (Chair), *Focusing the analytic lens on evidence-based reasoning: Where we are and where we need to go*. Symposium presented at the annual meeting of the American Educational Research Association, San Diego.
- Alexander, P. A. (2022, April). Exploring the boundaries between motivation, cognition, and emotion. In M. Bong, J. Reeves, & S-I Kim (Chairs), *Controversial questions in contemporary motivation science: Insights from the leading voices*. Symposium presented at the annual meeting of the American Educational Research Association, San Diego.
- Alexander, P. A. (Discussant) (2022, April). Challenges identified and met. In J. Pellegrino (Chair), *Addressing practical challenges in the international performance assessment of critical thinking*. Symposium presented at the annual meeting of the American Educational Research Association, San Diego.
- Alexander, P. A. (Discussant) (2022, April). In O. Zlatkin-Troitschanskaia (Chair), Level and profiles of young professionals' critical online reasoning in law, medicine, and teacher practice. Symposium presented at the annual meeting of the World Educational Research Association, San Diego.
- Zhao, H., & Alexander, P. A. (2022, April). *Contributions of word knowledge and reasoning ability to students' performance on Relational Reasoning with Words*. Poster presented at the annual meeting of the American Educational Research Association, San Diego.
- Van Meerten, J., Schoute, E. C., & Alexander, P. A. (2021, August). *Unfolding the stages of a multiple source use task: Testing a moderated mediation model*. Paper presented online at the annual meeting of the Society for Text and Discourse.
- Zhao, H., & Alexander, P. A. (2021, August). *Development of a novel assessment of quality of word knowledge*. Paper presented online at the annual meeting of the Society for Text and Discourse.
- Alexander, P. A. (Discussant) (2021, April). The synergy of reading and writing within multiple source tasks: What have we learned? and What still eludes us? In A. List (Chair) *The synergy of reading and writing within multiple source tasks*. Symposium presented at the virtual annual meeting of the American Educational Research Association.
- Singh, A., & Alexander, P. A. (2021, April). *Audiobooks and comprehension: What we know and what we need to know*. Poster presented at the virtual annual meeting of the American Educational Research Association.

- Zhao, H., Alexander, P. A., Sun, Y. (2021, April). *A close examination of the Test of Relational Reasoning-Junior version under the multidimensional-item response theory framework*. Poster presented at the virtual annual meeting of the American Educational Research Association.
- Alexander, P. A. (Discussant) (2021, April). A 360 "re-view" of learning: Re-viewing, re-visioning, and re-forming. In P. A. Alexander (Chair), *A 360 "re-view" of learning: Educational psychologists grapple with the current higher education landscape*. Symposium presented at the virtual annual meeting of the American Educational Research Association.
- Alexander, P. A. (Discussant) (2021, April). Contextualizing knowledge and decision making in strategic learning: Viewing the outcomes and insights on strategic learning through an alternative lens. In V. X. Yan (Chair), *Contextualizing knowledge and decision making in strategic learning*. Symposium presented at the virtual annual meeting of the American Educational Research Association.
- Chae, S-E., & Alexander, P. A. (2020, April). *The development of relational reasoning in South Korean students*. Poster presented at the annual meeting of the American Educational Research Association, Orlando. (Conference canceled)
- Jablansky, S., & Alexander, P. A. (2020, April). Socially shared regulation and relational reasoning in engineering design teams: A microgenetic approach. In A. Graesser (Chair), *Data mining and self-regulated learning: Aligning constructs with measurement*. Symposium presented at the annual meeting of the American Educational Research Association, Orlando. (Conference canceled)
- Alexander, P. A. (2020, April) (Discussant). The road less traveled. In L. Fryer (Chair) *Investigating strategies and strategy use: Where do we go from here?* Symposium presented at the annual meeting of the American Educational Research Association, Orlando. (Conference canceled)
- Zhao, H., Alexander, P. A., & Sun, Y. (2020, April). Exploring the connection between error patterns on a novel mathematical task and relational reasoning ability. In J. Fusenig (Chair) *Relational reasoning and mathematical knowledge: Exploring the connection*. Symposium presented at the annual meeting of the American Educational Research Association, Orlando. (Conference canceled)
- Alexander, P. A., Zhao, H., & Sun, Y. (2019, August). Interrelations among relational reasoning, spontaneous focus on mathematical properties, and mathematics performance. In J. McMullen (Chair). *Beyond SFON: expanding examinations of spontaneous mathematical focusing tendencies*. Symposium presented at the biennial meeting of the European Association for Research in Learning and Instruction, Aachen, Germany.

- Alexander, P. A. (2019, August) (Chair). *Learning from multiple documents and multiple representations*. Symposium presented at the biennial meeting of the European Association for Research in Learning and Instruction, Aachen, Germany.
- Alexander, P. A. (2019, August) (Discussant). *Critical thinking in higher education: Educational guidelines and instructional interventions*. Symposium presented at the biennial meeting of the European Association for Research in Learning and Instruction, Aachen, Germany.
- Alexander, P. A. (2019, August) (Chair). *Products, processes, psychology, and technology: Quo vadis educational assessment?* Keynote address presented at the biennial meeting of the European Association for Research in Learning and Instruction, Aachen, Germany.
- Alexander, P. A. (2019, April). (Discussant). *Integration: A critical competency for the digital age*. Symposium presented at the annual meeting of the American Educational Research Association, Toronto.
- Alexander, P. A. (2019, April). (Discussant). *Pushing the boundaries of relational reasoning in research and practice: Cross-national, cross-domain, and cross-age explorations*. Symposium presented at the annual meeting of the American Educational Research Association, Toronto.
- Jablansky, S., Alexander, P. A., Schmidt, L. (2019, April). Finding patterns within patterning: data mining of relational reasoning utterances in engineering design. In D. McNamara (Chair), *Educational data mining: Affordances and constraints in the analysis of behavior and performance in STEM*. Symposium presented at the annual meeting of the American Educational Research Association, Toronto.
- Fusenig, J., Singer Trakhman, L. M., & Alexander, P. A. (2019, April). *Putting words to pictures: Defining and categorizing the range of static visuals in multimodal research*. Paper at the annual meeting of the American Educational Research Association, Toronto.
- Singer Trakhman, L. M., Sun, Y., Alexander, P. A., & Silverman, A. (2019). *The effects of processing multimodal texts in print and digitally on students' comprehension and calibration*. Paper presented at the annual meeting of the American Educational Research Association, Toronto.
- Alexander, P. A. (2019, April). (Discussant). *Teachers' beliefs and practices with respect to teaching for Self-Regulated Learning (SRL)*. Symposium presented at the annual meeting of the American Educational Research Association, Toronto.
- Zhao, H., Alexander, P., & Sun, Y. (2018, August). *Measuring relational reasoning in Chinese children and adolescents*. Poster presented at the American Psychological Association conference, San Francisco.

- Alexander, P. A. (2018, April). (Discussant). Reading in the digital age: COMMAND, CONTROL, and ESCAPE. In J. M. Kulikowich (Chair), *Reading in the digital age: Affordances and consequences for learning, judgment, and performance*. Symposium presented at the annual meeting of the American Educational Research Association, New York.
- Alexander, P. A. (2018, April). (Discussant). Learning and misconceptions. In A. Butler (Chair), *Reducing the impact of misconceptions*. Symposium presented at the annual meeting of the American Educational Research Association, New York.
- Jablansky, S., Alexander, P. A., & Schmidt, L. S. (2018, April). Relational reasoning in engineering design teams. In T. van Gog (Chair), *Teaching critical thinking: Assessing and improving students' and teachers' reasoning skills*. Symposium presented at the annual meeting of the American Educational Research Association, New York.
- Sun, Y., Alexander, P. A., & Zhao, H. (2018, April). *Influence of teacher discursive moves on students' relational reasoning in science classrooms*. Poster presented at the annual meeting of the American Educational Research Association, New York.
- Alexander, P. A. (2018, April). Past as prologue: Educational psychology's legacy and progeny (A synopsis). In M. Yough (Chair), *A 360 view of learning: Educational psychologists grapple with the contemporary higher education landscape*. Special session of the Teaching Educational Psychology SIG presented at the annual meeting of the American Educational Research Association, New York.
- Hattan, C., & Alexander, P. A. (2018, April). *Prompting rural students' use of personal knowledge and experience to support comprehension of unfamiliar content*. Poster presented at the annual meeting of the American Educational Research Association, New York.
- Sun, Y., Alexander, P. A., & Murphy, P. K. (2018, April). Knowledge and belief change in academic development. In H. Fives & D. L. Dinsmore (Chairs), *The Model of Domain Learning: Understanding the development of expertise*. Structured poster session presented at the annual meeting of the American Educational Research Association, New York.
- Alexander, P. A. (2018, April). (Discussant). Looking forward. In H. Fives & D. L. Dinsmore (Chairs), *The Model of Domain Learning: Understanding the development of expertise*. Structured poster session presented at the annual meeting of the American Educational Research Association, New York.

- Alexander, P. A. (2018, April). (Discussant) Putting predictions into practice. In M. Yough (Chair), *A 360 view of learning: Educational psychologists grapple with the contemporary higher education landscape*. Special session of the Teaching Educational Psychology SIG presented at the annual meeting of the American Educational Research Association, New York.
- Alexander, P. A., & Jablansky, S. (2017, August). *The development of relational reasoning in children and youth*. Paper presented at the biennial meeting of the European Association for Research in Learning and Instruction, Tampere, Finland.
- Alexander, P. A. (2017, August). (Discussant). *The intersection between depth and the regulation of strategy use: Concurrences, contributions, and conundrums?* Paper presented at the biennial meeting of the European Association for Research in Learning and Instruction, Tampere, Finland.
- Alexander, P. A. (2017, August). (Discussant). *Adaptive expertise and arithmetic problem solving: Insights and issues*. Paper presented at the biennial meeting of the European Association for Research in Learning and Instruction, Tampere, Finland.
- Sun, Y., Zhao, H., & Alexander, P. A. (2017, August). *Relational reasoning in eighth-grade science classrooms in U.S. and Australia*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Zhao, H., Sun, Y., & Alexander, P. A. (2017, August). *Applying latent semantic analysis to the study of relational reasoning in classroom*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Hattan, C. & Alexander, P. A. (2017, August). *To prompt or not to prompt? Do prior knowledge activation techniques work for competent readers?* Paper presented at the annual meeting of the American Psychological Association, Washington, DC.
- Singer, L. M., & Alexander, P. A. (2017, August). Real time reading. In B. Lehman (Chair), *Is seeing like reading? Examining strategy use across modalities*. Symposium presented at the annual meeting of the Society for Text and Discourse, Philadelphia.
- Alexander, P. A. (Discussant (2017, April). Multiple source engagement: What current studies are designed to reveal (or not reveal). In E. Grossnickle Peterson (Chair) *Multiple text engagement: Addressing questions about methods and measurement*. Symposium presented at the annual meeting of the American Education Research Association, San Antonio.
- Jablansky, S., Alexander, P. A., Eilam, B., Aharon, I., & Sun, Y. (2017, April). *Test of Relational Reasoning-Junior (TORRjr): Measuring relational reasoning in children and adolescents*. Poster to be presented at the annual meeting of the American Educational Research Association, San Antonio.

Grossnickle Peterson, E., & Alexander, P. A. (2017, April). Curiosity and interest. In A. Renninger (Chair), *Exploring the boundaries of curiosity and interest*. Symposium presented at the annual meeting of the American Educational Research Association, San Antonio.

Zhao, H., Sun, Y., & Alexander, P. A. (2017, April). *Getting students to use relational reasoning: Sequential analysis of eighth-grade science classroom discourse*. Poster to be presented at the annual meeting of the American Educational Research Association, San Antonio.

Hattan, C. & Alexander, P. A. (2016, December). *Prior knowledge activation redux: Conceptions, techniques and influences on learning*. Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.

Alexander, P. A. (2016, April). Information management versus knowledge building: Implications for learning and assessment in higher education. In H. A. Pant & O. Troitschanskaia (Chairs), *Valid assessment of learning outcomes in higher education: International perspectives and methodological challenges*. Symposium presented at the World Educational Research Association.

Loughlin, S. M., & Alexander, P. A. (2016, April). Identifying individual differences in reading: What are we looking for? In P. A. Afflerbach (Chair), *Reconceptualizing individual differences in reading*. Symposium presented at the annual meeting of the American Educational Research Association. Washington DC.

Alexander, P. A. (2016, April). Positioning epistemic cognition within the educational and psychological literatures: Relational complements and complexities. In L. Bendixen (Chair), *Translating scholarship on epistemic cognition: Fostering public knowledge and knowing*. Symposium presented at the annual meeting of the American Educational Research Association. Washington DC.

Alexander, P. A. (2016, April) (Discussant). *Sourcing: Identifying and evaluating information in the digital age*. Symposium presented at the annual meeting of the American Educational Research Association. Washington DC.

Jablansky, S., Alexander, P. A., & Singer, L. M. (2016, April). *Examining the relational reasoning capabilities of elementary and middle school students with learning needs*. Paper presented at the annual meeting of the American Educational Research Association. Washington DC.

Grossnickle, E. M., & Alexander, P. A. (2016, April). When students conduct research with images and text: The role of knowledge and interest in source integration. In S. M. Loughlin (Chair), *Comprehension and integration of text, visual, and multimedia sources*. Symposium presented at the annual meeting of the American Educational Research Association. Washington DC.

- Alexander, P. A. (2016, April) (Discussant). *The Malleability of relational reasoning: Effects of direct or indirect interventions on learning processes and outcomes*. Symposium presented at the annual meeting of the American Educational Research Association. Washington DC.
- Singer, L. M., & Alexander, P. A. (2016, April). *Effects of processing time on calibration and comprehension in print and digital mediums*. Paper presented at the annual meeting of the American Educational Research Association. Washington DC.
- Hattan, C., & Alexander, P. A. (2016, April). *Patterns of prior knowledge activation in classroom discourse*. Paper presented at the annual meeting of the American Educational Research Association. Washington DC.
- Alexander, P. A., Grossnickle, E. M., & Dumas, D. (2015, August). *Getting to the source: What contributes to relational reasoning performance?* Paper presented at the biennial meeting of the European Association for Research in Learning and Instruction, Limassol, Cyprus.
- Alexander, P. A., & List, A. (2015, August). *Examining the consistency of students' source evaluations throughout the multiple source use process*. Paper presented at the biennial meeting of the European Association for Research in Learning and Instruction, Limassol, Cyprus.
- List, A., & Alexander, P. A. (2015, April). Cognitive Affective Engagement Model of multiple source use. In E. M. Grossnickle (Chair), *Competing and complementary models of multiple source use: theoretical and empirical advancements*. Symposium presented at the annual meeting of the American Educational Research Association. Chicago.
- Alexander, P. A. (2015, April). (Discussant). Getting to the core of relational reasoning: Lessons learned and lessons to be learned. In G. Sinatra (Chair), *Relational reasoning in STEM domains: What empirical research can contribute to the National dialogue*. Symposium presented at the annual meeting of the American Educational Research Association. Chicago.
- List, A., Jablansky, S., & Alexander, P. A. (2015, April). *Comparing the comprehension and evaluation of information presented via text and video*. Paper presented at the annual meeting of the American Educational Research Association. Chicago.
- Singer, L., Alexander, P. A., Jablansky, S., & Hattan, C. (2015, April). *Relational reasoning in figure and in word*. Paper presented at the annual meeting of the American Educational Research Association. Chicago.
- Jablansky, S., Dumas, D., Alexander, P. A., & Compton, V. (2015, April). *Development of relational reasoning in primary and secondary school students*. Paper presented at the annual meeting of the American Educational Research Association. Chicago.

- List, A., Jablansky, S., Hattan, C., & Alexander, P. A. (2014, August). *Relational reasoning in graphic, verbal, and multiple text tasks*. Paper presented at the annual meeting of the Society for Text and Discourse, Chicago.
- List, A., Grossnickle, E. M., & Alexander, P. A. (2014, August). *Navigating multiple sources: Examining source access order and the role of question type*. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.
- Alexander, P. A. (2014, April) (Discussant). Situating the “who” in multiple source use: What do learners’ characteristics reveal about online processing? Symposium presented at the annual meeting of the American Educational Research Association, Philadelphia.
- Grossnickle, E. M., List, A., & Alexander, P. A. (2014, April). *Undergraduate students’ beliefs about knowledge, information, and truth*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia.
- Dumas, D., Baker, L., Alexander, P. A., Jablansky, S., & Dunbar, K. N. (2014, April). *Clinical relations: How relational reasoning supports medical education and practice*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia.
- List, A., Grossnickle, E. M., & Alexander, P. A. (2014, August). *Navigating multiple sources: Examining source access order and the role of question type*. Paper presented at the annual meeting of the American Psychological Association, Washington DC.
- Grossnickle, E. M., List, A., & Alexander, P. A. (2013, April). Elementary-school and middle-school students’ conceptions of knowledge, information, and truth. In P. A. Alexander (Chair), *Children's and adolescents' epistemic beliefs: nature and assessment*. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco.
- Chiu, S., Alexander, P. A., & Hattan, C. (2013, April). *The analogical reasoning patterns of children and undergraduates: What eye-tracking reveals about problem-solving behaviors*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- List, A., Grossnickle, E. M., & Alexander, P. A. (2013, April). Examining epistemic and non-epistemic dimensions of source evaluation. In M. McCrudden (Chair), *In Google we trust: Examining evaluations of source and search results*. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco.
- Alexander, P. A. (2013, April) (Discussant). Thresholds to opportunity? In F. de Jong (Chair), *Teaching for improved learning in vocational education*. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco.

List, A., & Alexander, P. A. (2013, April). *Google, then what? Examining students' source selection online*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Alexander, P. A. (2013, April) (Discussant). Seeking order in seeming chaos. In D. L. Schallert (Chair), *The multiplicity of learning theory: problems and perspectives*. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco.

List, A., Loughlin, S. M., & Alexander, P. A. (2013, April). *Meaning making: The role of relational reasoning in multiple source use*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Alexander, P. A. (2013, April) (Discussant). Does learning count? In E. M. Anderman & J. A. Hattie (Chairs), *Predictors of academic achievement: An international perspective*. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco.

Alexander, P. A. (2013, April) (Discussant). Reasoned consideration of relational reasoning. In J. M. Kulikowich (Chair), *Exploring and leveraging relational thinking for academic performance*. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco.

Dumas, D., Grossnickle, E. M., & Alexander, P. A. (2013, April) (Discussant). *Relational reasoning and its manifestations in the educational context: A systematic review of the literature*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

List, A., Grossnickle, E. M., & Alexander, P. A. (2012, September). Students' source selections, justifications, and evaluations when responding to different question types. In B. Moschner (Chair), *Supporting conceptual change by multiple texts and representation*. Symposium presented at the European Association for Research on Learning and Instruction's 8th International Conference on Conceptual Change, Trier, Germany.

List, A., Grossnickle, E. M., & Alexander, P. A. (2012, August). "Wikipedia is unreliable, but I use it anyway." *Students' justifications for source selection and evaluation*. Paper presented at the annual meeting of the American Psychological Association, Orlando, Florida.

List, A., Grossnickle, E. M., & Alexander, P. A. (2012, July). "I was looking for the answer": *A critical examination of multiple source use*. Paper presented at the annual meeting of the Society for Text and Discourse, Montreal, Canada. [Winner of the Outstanding Student Paper Award]

- List, A., Grossnickle, E. M., Alexander, P. A. (2012, July). *"It was first:" Examining the impact of domain and question type on search and source selection.* Paper presented at the annual meeting of the Society for Text and Discourse, Montreal, Canada.
- Grossnickle, E. M., List, A., & Alexander, P. A. (2012, July). *Beliefs about inquiry and multiple source navigation: Are more competent beliefs always the best guide?* Paper presented at the annual meeting of the Society for Text and Discourse, Montreal, Canada.
- Alexander, P. A. (2012, April) (Discussant). *Cognitive processes in comprehension of visual representations: Art, diagrams, graphs, and models.* Symposium presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- List, A., Grossnickle, E. M., Alexander, P. A. (2012, April). *"What's the question?" Examining the impact of question type on students' multiple source use.* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- Fox, E. W., Maggioni, L., & Alexander, P. A. (2012, April). Overlap and divergence in mapping different levels of epistemic competence. In P. K. Murphy (Chair), *Conceptual and methodological issues and advances in research on epistemic beliefs.* Symposium presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- Baggetta, P., & Alexander, P. A. (2012, April). *How noticing and attending relate to tactical understanding in a physical domain.* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- Alexander, P. A. (2012, April) (Discussant). The form and function of transfer in diverse contexts. Symposium presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- Alexander, P. A. (2011, August). Task, learner, context, and time: The interactive elements of competence development. In M. Segers (Chair), *Developing expertise development in the classroom: A utopia or reality?* Symposium presented at the biennial meeting of the European Association for Research in Learning and Instruction, Exeter, UK.
- Alexander, P. A. (Discussant) (2011, August). *Identifying key learning activities in strategy instruction in various ill-defined domains: Part I.* Symposium presented at the biennial meeting of the European Association for Research in Learning and Instruction, Exeter, UK.
- Alexander, P. A. (Discussant) (2011, August). *Identifying key learning activities in strategy instruction in various ill-defined domains: Part III.* Symposium presented at the biennial meeting of the European Association for Research in Learning and Instruction, Exeter, UK.

- Kulikowich, J. M., McNamara, D., Graesser, A., & Alexander, P. A. (2011, August). Multidimensionality of reading comprehension variables: Topics in theory and methodology. Paper presented at the biennial meeting of the European Association for Research in Learning and Instruction, Exeter, UK.
- Loughlin, S.M., Dinsmore, D. L., Doyle, S., Baggetta, P., & Alexander, P. A. (2011, August). *Capturing the multidimensional nature of transfer: The knowledge transfer matrix*. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.
- List, A., Grossnickle, E. M., & Alexander, P. A. (2011, August). *Click here: Student search behavior and justification for source choice in a digital academic context*. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.
- Grossnickle, E. M., & Alexander, P. A. (2011, August). *Disentangling curiosity*. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.
- Alexander, P. A. (2011, April) (Chair). *Calibrating calibration: Conceptualization, measurement, calculation, and context*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A. (2011, April) (Discussant). Peering through the epistemic spaces. In J. A. Greene (Chair), *Exploring domain and developmental differences in epistemic cognition using quantitative and qualitative methodologies*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A. (2011, April) (Chair). *Tracing and fostering the development of historical thinking: International experiences*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A. (2011, April). Enacting beliefs about knowledge and knowing in an information age: An introduction. In L. Maggioni (Chair), *Enacting beliefs about knowledge and knowing in an information age*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A. (2011, April). Session overview. In K. Muis (Chair), *Thinking critically about higher-order thinking: New perspectives on a familiar construct*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans.
- Grossnickle, E., Dinsmore, D. L., Alexander, P. A., & List, A. (2011, April). *Knowledge, interest, and strategic processing: Profiling undergraduate students in a semester-long course*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

- Rahman, T., Alexander, P. A., Mislavy, R. J., & Fox, E. (2011, April). *Reading comprehension assessment: A case of misalignment*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Maggioni, L., Fox, E., & Alexander, P. A. (2011, April). *Incorporating task and context into framing portraits of personal epistemologies*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Langdon, F., Dinsmore, D. L., & Alexander, P. A. (2011, April). *Uncovering perceptions of the induction and mentoring experience: developing a measure that works*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A. (2010, December) (Discussant). Metadiscussion: Turning a critical eye on academic discussions. In D. L. Schallert (Chair), *A legacy in literacy: Variations on collaborative reasoning across context, text type, and academic level*. Symposium presented at the annual meeting of the National Reading Conference/Literacy Research, Fort Worth, TX.
- Winters, F. I., Alexander, P. A., Grossnickle, E. M., & Loughlin, S. M. (2010, May). Students' conceptions of knowledge, information, and truth. In M. Hennessey (Chair), *"Really? how do you know?" An exploration of the relation between knowledge, information, and truth*. Symposium presented at the annual meeting of the American Educational Research Association, Denver.
- Maggioni, L., Rahman, T., & Alexander, P. A. (2010, May). Knowledge, truth, and information in the history classroom: Adolescent and teacher talks about epistemic beliefs. In M. Hennessey (Chair), *"Really? how do you know?" An exploration of the relation between knowledge, information, and truth*. Symposium presented at the annual meeting of the American Educational Research Association, Denver.
- Alexander, P. A. (Chair/Organizer). (2010, May). *How to get published: Guidance from emerging and senior scholar*. Professional development workshop presented at the annual meeting of the American Educational Research Association, Denver.
- Chae, S. E., Fox, E. W., Alexander, P. A., & List, A. (2010, May). *Identifying effective English L2 academic writing interventions: Emerging trends and issues in recent research*. Poster presented at the annual meeting of the American Educational Research Association, Denver.
- Maggioni, L., Fox, E. W., & Alexander, P. A. (2010, May). *When change does not mean progress: Historical thinking, intertextual reading, and domain-specific epistemic beliefs in the context of one high school history class*. Paper presented at the annual meeting of the American Educational Research Association, Denver.

Alexander, P. A. (Discussant). (2010, May). *Integration, depth, and complexity: Characterizing reader types through multidimensional profiling*. Symposium presented at the annual meeting of the American Educational Research Association, Denver.

Alexander, P. A. (Panelist). (2010, May). *Reading for understanding: where we were, where we are, where we need to be*. Symposium presented at the annual meeting of the American Educational Research Association, Denver.

Alexander, P. A. (Panelist). (2010, May). *Or so you claim! What claims do our methodologies allow? A town meeting*. Symposium presented at the annual meeting of the American Educational Research Association, Denver.

Alexander, P. A. (Chair/Organizer). (2009, August). *What is competence really? Part I: seeking threads in empirical research*. Symposium presented the biennial meeting of the European Association for Research in Learning and Instruction, Amsterdam, Netherlands.

Alexander, P. A. (Organizer/Panelist). (2009, August). *What is competence really? Part II: Expert panel discussion*. Symposium presented at the biennial meeting of the European Association for Research in Learning and Instruction.

Parkinson, M. M., Dinsmore, D. L., Haverback, H. R., & Alexander, P. A. (2009, August). *Deconstructing performance ratings*. Paper presented at the annual meeting of the American Psychological Association, Montreal, Canada.

Alexander, P. A. (Organizer). (2009, April). *How to get published: Guidance from emerging and senior scholars*. Workshop presented at the annual meeting of the American Educational Research Association, San Diego.

Alexander, P. A. (Chair) (2009, April). *Meta-what? Measuring monitoring and control*. Symposium presented at the annual meeting of the American Educational Research Association, San Diego.

Chou, S. E., Alexander, P. A., & Magda, J. (2009, April). *In their own words: Korean college students' academic writing development in an English as a second language writing class*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Fox, E. W., Dinsmore, D. L., Maggioni, L., & Alexander, P. A. (2009, April). *Factors associated with undergraduates' success in reading and learning from course texts*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Jablonski, E., & Alexander, P. A. (2009, April). *Identifying preferred play activities of young children: Do children, parents, teachers, and observations agree?* Paper presented at the annual meeting of the American Educational Research Association, San Diego.

- Loughlin, S. M., Alexander, P. A., Dinsmore, D. L., & Fox, E. W. (2009, April). *Visual comprehension: Cognitive processing of art text by preadolescent and adolescent readers*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- Alexander, P. A., Schallert, D. L., & Reynolds, R. E. (2008, March). *What is learning anyway? A topographical perspective considered*. Symposium conducted at the annual meeting of the American Educational Research Association, New York.
- Dinsmore, D. L., Alexander, P. A., & Loughlin, S. M. (2008, March). The impact of new learning environments in an engineering design course. In E. De Corte (Chair), *Effects of New Learning Environments*. Symposium conducted at the annual meeting of the American Educational Research Association, New York.
- Fox, E., Maggioni, L., Dinsmore, D. L., & Alexander, P. A. (2008, March). *The multilayered reading goals of expert readers: Bridging between knowledge, interest, and strategy use*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Winters, F. I., & Alexander, P. A. (2008, March). *Peer collaboration: The relation of regulatory behaviors to conceptual-knowledge learning*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Fox, E., Dinsmore, D. L., Maggioni, L., & Alexander, P. A. (2008, March). Undergraduates' independent and scaffolded reading of course texts: Further evidence of fragile understanding. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Alexander, P. A. (Panelist). (2007, December). *Handbooks, yearbooks, and other edited volumes of record: From within and beyond*. Invited panel at the annual meeting of the American Reading Forum, Sanibel Island, FL.
- Alexander, P. A. (Discussant). (2007, December). *Implementing "Teaching Reading Well": Strategies for improving teacher preparation programs*. Symposium conducted at the annual meeting of the American Reading Forum, Sanibel Island, FL.
- Alexander, P. A. (Discussant). (2007, December). *Enhancing students' text comprehension: Interventions that work*. Symposium conducted at the annual meeting of the National Reading Conference, Austin, TX.
- Alexander, P. A., & Dinsmore, D. L. (2007, August). Re-conceptualizing conceptual change: What expertise development has to contribute. In G. Petersson & X. Vamvakoussi (Chair), *Reframing the conceptual change approach in learning and instruction*. Symposium conducted at the biennial meeting of the European Association for Learning and Instruction, Budapest, Hungary.

- Alexander, P. A. (Discussant). (2007, August). *Developing potentials for mathematics learning through metacognition*. Symposium conducted at the biennial meeting of the European Association for Learning and Instruction, Budapest, Hungary.
- Alexander, P. A. (2007, August). Learning and teaching in postindustrial societies: New twist on an old plot. In H. Teglasi (Chair), *Reaching across the academic and socioemotional divide—Cross-disciplinary dialogue*. Symposium conducted at the annual meeting of the American Psychological Association, San Francisco.
- Alexander, P. A. (Discussant). (2007, August). *Scholarship of teaching and learning in psychology—Current status, future directions*. Symposium conducted at the annual meeting of the American Psychological Association, San Francisco.
- Alexander, P. A. (Chair and Organizer). (2007, April). *Fragile understanding: When good ideas go bad*. Symposium conducted at the annual meeting of the American Educational Research Association, Chicago.
- Alexander, P. A. (Discussant). (2007, April). Teaching and learning and teachers' epistemic beliefs: The promise, problems, and puzzlers. In F. C. Haerle (Chair), *Teachers' personal epistemology and its impact on teaching and learning*. Symposium conducted at the annual meeting of the American Educational Research Association, Chicago.
- Maggioni, L., Alexander, P. A., & Costich, C. (2007, April). Teaching history using multiple sources: Exploring shifts and pedagogical implications of teachers' epistemic stances. In P. A. Alexander (Chair), *Fragile understanding: When good ideas go bad*. Symposium conducted at the annual meeting of the American Educational Research Association, Chicago.
- Fox, E., Dinsmore, D. L., & Alexander, P. A. (2007, April). Situational success at reading challenging texts: Exposing the fragile understanding of college students. In P. A. Alexander (Chair), *Fragile understanding: When good ideas go bad*. Symposium conducted at the annual meeting of the American Educational Research Association, Chicago.
- Alexander, P. A. (Chair). (2007, April). *The roles of perception, cognition, emotion, and social factors in academic development*. Symposium conducted at the annual meeting of the American Educational Research Association, Chicago.
- Kulikowich, J. M., Edwards, M. N., & Alexander, P. A. (2007, April). Intentionality to learn: Methodological considerations. In P. A. Alexander (Chair), *The roles of perception, cognition, emotion, and social factors in academic development*. Symposium conducted at the annual meeting of the American Educational Research Association, Chicago.

- Alexander, P. A. (Discussant). (2006, November). In the mind of the beholder: Resolving the skill/strategy conundrum. In P. A. Afflerbach (Chair), *The reading skill and reading strategy definition problem*. Symposium conducted at the annual meeting of the National Reading Conference, Los Angeles.
- Alexander, P. A., Chambliss, M. J., & Price, J. (2006, April). Ontological and epistemological threads in the fabric of pedagogical research. In G. Natriello (Chair), *Promoting the public good through investigations of teaching: Challenges and possibilities*. Symposium conducted at the annual meeting of the American Educational Research Association, San Francisco.
- Maggioni, L., VanSledright, B., & Alexander, P. A. (2006, April). *Walking on the borders: A measure of epistemic cognition in history*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Alexander, P. A. (Chair). (2005, August). *Road to domain expertise—Texts, situations, technology, and methodology*. Symposium conducted at the annual meeting of the American Psychological Association, Washington, DC.
- Alexander, P. A. (Discussant). (2005, August). *Teaching as persuasion—Is the metaphor viable?* Symposium conducted at the annual meeting of the American Psychological Association, Washington, DC.
- Alexander, P. A. (2005, April). *Publishing, reviewing, and editing articles in educational psychology II: Comments from the editors*. Roundtable presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Alexander, P. A. (Discussant). (2005, April). *Bridging the cognitive and sociocultural approaches in research on conceptual change: Unnecessary foray or unachievable feat*. In L. Mason (Chair), *Bridging the cognitive and sociocultural approaches in research on conceptual change*. Symposium conducted at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Alexander, P. A. (Panelist). (2005, April). *Beyond cognitivism: Where are we now?* Symposium conducted at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Murphy, P. K., Alexander, P. A., Greene, J. A., & Edwards, M. N. (2005, April). Epistemological threads in the fabric of conceptual change. In J. A. Gushka (Chair), *Examining the hinge: The influence of epistemological beliefs in conceptual change*. Symposium conducted at the annual meeting of the American Educational Research Association, Montreal, Canada.

- Alexander, P. A. (Discussant). (2004, August). *Strategy renaissance: Promoting reading comprehension in the 21st century*. Symposium conducted at the annual meeting of the American Psychological Association, Honolulu, Hawaii.
- Fives, H., & Alexander, P. A. (2004, August). *Modeling teachers' efficacy, knowledge, and pedagogical beliefs*. Poster presented at the annual meeting of the American Psychological Association, Honolulu, Hawaii.
- Buehl, M. M., & Alexander, P. A. (2004, August). *Motivation and performance differences among domain-specific epistemological belief clusters*. Poster presented at the annual meeting of the American Psychological Association, Honolulu, Hawaii.
- Alexander, P. A. (Discussant). (2004, April). *Methodological considerations in testing a model of academic development*. Symposium conducted at the annual meeting of the American Educational Research Association, San Diego.
- Alexander, P. A. (2004, April). *One project's tale: Problems inherent in studying teaching*. Structured poster session presented at the annual meeting of the American Educational Research Association, San Diego.
- Alexander, P. A. (2004, April). Coming home: Educational psychology's philosophical pilgrimage. In P. K. Murphy (Chair) *Rediscovering the philosophical roots of educational psychology*. Symposium conducted at the annual meeting of the American Educational Research Association, San Diego.
- Fives, H., & Alexander, P. A. (2004, April). How schools shape teacher motivation: Another piece of the achievement puzzle. In S. E. Van Etten (Chair), *Sociocultural influence on motivation and learning: Big theories Revisited Part B*. Symposium conducted at the annual meeting of the American Educational Research Association, San Diego.
- Alexander, P. A. (Discussant). (2004, April). *The case for learner-centered practices across the K-12 and college levels*. Symposium conducted at the annual meeting of the American Educational Research Association, San Diego.
- Fox, E., & Alexander, P. A. (2004, April). A developmental model of interest, knowledge, and strategy use in text comprehension. In C. M. Kardash (Chair), *The role of affect in text processing/comprehension: Implications for theory, research, and practice*. Symposium conducted at the annual meeting of the American Educational Research Association, San Diego.
- Buehl, M. M., & Alexander, P. A. (2004, April). *Modeling the relations between students' domain-specific epistemological beliefs, motivation, and task performance*. Poster presented at the annual meeting of the American Educational Research Association, San Diego.

- Alexander, P. A. (2003, August). The influence of domain epistemology within the framework of developing expertise. In M. Limon (Chair), *The generality-specificity issue on conceptual change: Influence of domain epistemology in conceptual change research*. Symposium conducted at the 10th Biennial Conference of the European Association for Research on Learning and Instruction, Padova, Italy.
- Buehl, M. M., & Alexander, P. A. (2003, April). Testing the waters: Examining the relationship between domain-specific epistemological beliefs and motivation. In M. Limon (Chair), *Beliefs about knowledge and knowing: are they domain general, domain specific, or context specific?* Symposium conducted at the annual meeting of the American Educational Research Association, Chicago.
- Reid-Rodenburg, B., Holliday, W. G., & Alexander, P. A. (2003, April). *The effects of seductive details on middle-school students' learning from an activities-based science lesson*. Poster presented at the annual meeting of the American Educational Research Association, Chicago.
- Alexander, P. A. (2002, April). Unveiling educational beliefs: Treasure trove or Pandora's box? In M. M. Buehl (Chair), *What is the value of understanding beliefs? An exploration of beliefs related to academic achievement*. Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A. (Discussant). (2002, April). *Parental influences on students' learning and achievement*. Paper session presented at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A. (Chair/Discussant). (2002, April). *Interest and reading comprehension*. Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A. (Panel Member). (2002, April). *Everything you wanted to know but were afraid to ask: Publishing and authorship*. Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans.
- Chiu, S., & Alexander, P. A. (2002, April). *The instructional effects of child-centered and didactic approaches on kindergartners' social and cognitive competence: An application of ECLS-K*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Chiu, S., & Alexander, P. A. (2002, April). *The longitudinal relationship between kindergartners' social and cognitive competence: An application of ECLS-K*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Murphy, P. K., & Alexander, P. A. (2002, April). Chasing a phantom? Examining the trend toward domain specificity in educational research and practice. In R. Calfee (Chair), *Examining the contents and processes of reading and content domain understanding*. Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans.

Alexander, P. A. (Discussant). (2001, April). *Understanding epistemology: How and why does it influence teaching and learning*. Symposium conducted at the annual meeting of the American Educational Research Association, Seattle.

Alexander, P. A., & King, J. R. (Moderators). (2001, April). *The media and educational research: What we know versus what the public hears*. Panel discussion presented at the annual meeting of the American Educational Research Association, Seattle.

Alexander, P. A. (Chair/Discussant). (2001, April). *The epistemological beliefs of students and teachers: Current themes and future directions*. Symposium conducted at the annual meeting of the American Educational Research Association, Seattle.

Alexander, P. A. (Chair). (2001, April). *Epistemological beliefs and learning: What do we know and how do we know it?* Symposium conducted at the annual meeting of the American Educational Research Association, Seattle.

Fives, H., Alexander, P. A., & Buehl, M. M. (2000, December). Teaching as persuasion: Approaching classroom discourse as refutational text. In J. Holschuh (Chair), *The role of beliefs in teaching and learning*. Symposium conducted at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Alexander, P. A. (Chair). (2000, April). *Development of mathematical and analogical reasoning in young children: An interdisciplinary and cross-cultural exploration*. Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans.

Alexander, P. A., English, L. D., Buehl, M. M., Chiu, S., Kramer, C., & Christensen, C. (2000, April). Seeing the possibilities: Constructing and validating new measures of mathematical and analogical reasoning for young children. In P. A. Alexander (Chair), *Development of mathematical and analogical reasoning in young children: An interdisciplinary and cross-cultural exploration*. Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans.

Buehl, M. M., & Alexander, P. A. (2000, April). *Practically speaking: Understanding the role of epistemological beliefs in students' domain interest and academic pursuits*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

- Alexander, P. A., Fives, H., & Buehl, M. M. (2000, April). A case in point: Putting the new metaphor into practice. In P. K. Murphy (Chair), *Teaching as persuasion: A new metaphor for a new decade*. Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans.
- Chiu, S., & Alexander, P. A. (2000, April). *The motivational function of preschoolers' private speech*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A. (Chair). (1999, April). *Seeking common ground: Exploring the bonds between conceptual change and persuasion theory and practice*. Symposium conducted at the annual meeting of the American Educational Research Association, Montreal.
- Alexander, P. A. (Chair/Discussant). (1999, April). *The role of positionality in assessing historical significance: Theoretical perspectives and recent research from the U. S., New Zealand, and Northern Ireland*. Symposium conducted at the annual meeting of the American Educational Research Association, Montreal.
- Buehl, M. M., & Alexander, P. A. (1999, April). Beliefs and schooled knowledge: Domain-specific or domain general? In G. Sinatra (Chair), *Knowing and believing: Epistemological influences on teaching and learning*. Symposium conducted at the annual meeting of the American Educational Research Association, Montreal.
- Alexander, P. A., Buehl, M. M., Sperl, C. T., Kramer, C., Chiu, S., & Tron, M. (1999, April). *Confronting the issues: A closer look at the persuasion process*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Montreal.
- Alexander, P. A. (Discussant). (1998, December). *Determining, inquiring, and reconciling: Elementary students' uses and understandings of text in content areas*. Paper presented at the National Reading Conference, Austin, TX.
- Buehl, M., Sperl, C. T., Alexander, P. A., & Murphy, P. K. (1998, December). *Profiling persuasion*. Paper presented at the National Reading Conference, Austin, TX.
- Alexander, P. A., & Murphy, P. K. (1998, August). *Transfer: Recent findings and future perspectives*. Symposium conducted at the 24th International Congress of Applied Psychology, San Francisco.
- Alexander, P. A. (Discussant). (1998, August). *Qualitative research methodology in the study of educational psychology*. Symposium conducted at the annual meeting of the American Psychological Association, San Francisco.
- Alexander, P. A. (Chair/Organizer). (1998, April). *A motivated look at motivation terminology: What educators need to know about key motivational constructs*. Symposium conducted at the annual meeting of the American Educational Research Association, San Diego.

- Alexander, P. A. (Discussant). (1998, April). *Comprehension instruction*. Paper session presented at the annual meeting of the American Educational Research Association, San Diego.
- Alexander, P. A., Murphy, P. K., Sperl, C. T., & Buehl, M. M. (1998, April). *The persuasiveness of persuasive discourse: The interplay of learner and text*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- Jetton, T. L., & Alexander, P. A. (1998, April). *Teachers' views of discussion: Issues of control, time, and ability*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- Murphy, P. K., & Alexander, P. A. (1998, April). *Using the Learning and Study Strategies Inventory—High School version with Singaporean females: Examining the psychometric properties*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- Murphy, P. K., Alexander, P. A., Buehl, M. M., & Sperl, C. T. (1998, April). *Reading persuasive text: Profiling intraindividual differences*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, San Diego.
- Alexander, P. A., Murphy, P. K., Buehl, M. M., & Sperl, C. T. (1997, December). *Persuasive texts: Who is really persuaded and why?* Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.
- Alexander, P. A. (Discussant). (1997, August). *Learning tasks and task demands: Presentation, representation, and differences*. Symposium conducted at the annual meeting of the European Association for Research in Learning and Instruction, Athens, Greece.
- White, C. S., Alexander, P. A., & Daugherty, M. (1997, August). *The relationship between young children's analogical reasoning and mathematical learning*. Paper presented at the annual meeting of the European Association for Research in Learning and Instruction, Athens, Greece.
- Alexander, P. A., & Murphy, P. K. (1997, March). Unraveling the complexities of academic performance: A test of the cognitive and motivational dimensions of domain learning. In P. Ackerman (Chair), *Knowledge structures: Acquisition, retention, and adult expertise*. Symposium conducted at the annual meeting of the American Educational Research Association, Chicago.
- Alexander, P. A. (1997, March). A case for the motivational nature of exposition: Contrasting information-finding with knowledge-seeking. In S. Stahl (Chair). *Constructive and cognitive engagement with expository texts*. Symposium conducted at the annual meeting of the American Educational Research Association, Chicago.

- Alexander, P. A., Murphy, P. K., & Sperl, C. T. (1997, March). *Measuring emerging competence through analogies: A new perspective on an old acquaintance*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Alexander, P. A. (Discussant). (1997, March). *Maximizing student involvement in the classroom through discussions and performance-based assessments*. Symposium conducted at the annual meeting of the American Educational Research Association, Chicago.
- Alexander, P. A., & Murphy, P. K. (1997, March). *What counts?: The predictive powers of subject-matter knowledge, interest, and strategic processing in expository text comprehension*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Chicago.
- Alexander, P. A. (Panelist). (1996, April). *The state of strategy research: Is this old territory or are there new frontiers?* Symposium conducted at the annual meeting of the American Educational Research Association, New York.
- Alexander, P. A. (1996, April). A review of knowledge research: Guiding premises and looming issues. In P. A. Alexander (Chair), *The past, present, and future of knowledge research: A re-examination of the role of knowledge in learning and instruction*. Symposium conducted at the annual meeting of the American Educational Research Association, New York.
- Alexander, P. A. (Panelist). (1996, April). *High-school students' learning and study strategies: Cross-cultural perspectives*. Symposium conducted at the annual meeting of the American Educational Research Association, New York.
- Murphy, P. K., Alexander, P. A., & Guan, J. (1996, April). *Teachers' and students' conceptions of knowledge and beliefs: A cross-cultural perspective*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Murphy, P. K., Alexander, P. A., & Guan, J. (1996, April). The learning and study strategies of highly able Singaporean females. In M. Tallent-Runnels (Chair), *High-school students' learning and study strategies: Cross-cultural perspectives*. Symposium conducted at the annual meeting of the American Educational Research Association, New York.
- Alexander, P. A. (1995, December). The role of interest and importance in the processing of text. In R. Reynolds (Chair), *Past, present, and future questions concerning the influence of interest on learning*. Symposium conducted at the annual meeting of the National Reading Conference, New Orleans.
- Alexander, P. A. (1995, April). Stages and phases of domain learning: The dynamics of subject-matter knowledge, strategy knowledge, and motivation. In R. Garner (Chair), *Toward a multidimensional model of domain learning*. Symposium conducted at the annual meeting of the American Educational Research Association, San Francisco.

- Alexander, P. A. (Panelist). (1995, April). *Why do innovations come and go (mostly go)?* Panel discussion presented at the annual meeting of the American Educational Research Association, San Francisco.
- Jetton, T. L., & Alexander, P. A. (1995, April). *The nature of scientific discourse: The academic and social texts that are constructed through the discourse in a science classroom.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Jetton, T. L., Kulikowich, J. M., & Alexander, P. A. (1995, April). The interplay of subject-matter knowledge, strategic processing, and motivation in the domain of human immunology. In R. Garner (Chair), *Toward a multidimensional model of domain learning*. Symposium conducted at the annual meeting of the American Educational Research Association, San Francisco.
- Kulikowich, J. M., & Alexander, P. A. (1995, April). *Testing a model of domain learning through the use of cluster analytic techniques.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Murphy, P. K., & Alexander, P. A. (1995, April). A developmental study of domain learning. In R. Garner (Chair), *Toward a multidimensional model of domain learning*. Symposium conducted at the annual meeting of the American Educational Research Association, San Francisco.
- Murphy, P. K., & Alexander, P. A. (1995, April). *Educational foundations: Practitioners' perceptions of the interrelationship of philosophy, psychology, and education.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Knight, S. L., & Alexander, P. A. (1994, July). *Investigating bilingual readers' strategic processing of English and Spanish text.* Paper presented at the 23rd International Congress of Applied Psychology, Madrid.
- Alexander, P. A. (Discussant). (1994, April). *Beliefs about text.* Symposium conducted at annual meeting of the American Educational Research Association, New Orleans.
- Jetton, T. L., & Alexander, P. A. (1994, April). *Instructional importance: What teachers value and what students learn.* Paper presented at annual meeting of the American Educational Research Association, New Orleans.
- Jetton, T. L., & Alexander, P. A. (1994, April). *The effects of reading and composing analogies on the comprehension of scientific exposition.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

- Alexander, P. A. (Discussant). (1993, August). *Domain-specific and domain-transcending prior knowledge and interest in learning*. Symposium conducted at the 5th European Conference for Research on Learning and Instruction, Aix-en-Provence, France.
- Kulikowich, J. M., Jetton, T. L., & Alexander, P. A. (1993, August). *An interdomain examination of students' comprehension performance for expository text*. Paper presented at the 5th European Conference for Research on Learning and Instruction, Aix-en-Provence, France.
- Alexander, P. A., Kulikowich, J. M., & Jetton, T. L. (1993, April). Subject-matter knowledge: The influences of situation and motivation. In D. Shell (Chair), *Subject-matter knowledge: Interdomain, multidimensional analysis of individual differences*. Symposium conducted at the annual meeting of the American Educational Research Association, Atlanta.
- Alexander, P. A., Jetton, T. L., & Kulikowich, J. M. (1993, April). Interdomain knowledge: A within-subject examination of comprehension and interest in the fields of human immunology and physics. In D. Shell (Chair), *Subject-matter knowledge: Interdomain, multidimensional analysis of individual differences*. Symposium conducted at the annual meeting of the American Educational Research Association, Atlanta.
- Kulikowich, J. M., Alexander, P. A., & Jetton, T. L. (1993, April). *How students talk about importance and interest: An interdomain exploration of scientific exposition*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta.
- Jetton, T. L., Alexander, P. A., & Kulikowich, J. M. (1993, April). *Competent processing of scientific exposition: The contributions of knowledge, interest, and situation*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta.
- Alexander, P. A., Jetton, T. L., White, S. H., Parsons, J. L., Liu, H-C, & Cotropia, K. K. (1992, December). *Young children's creative solutions to realistic and fanciful story problems*. Paper presented at the annual meeting of the National Reading Conference, San Antonio.
- Alexander, P. A. (Facilitator). (1992, December). *Dialogue on strategic behavior research: How important is domain-specific knowledge?* Innovative session presented at the annual meeting of the National Reading Conference, San Antonio.
- Alexander, P. A. (Discussant). (1992, December). *How text design influences communication between readers and writers*. Symposium conducted at the annual meeting of the National Reading Conference, San Antonio.
- Jetton, T. L., Alexander, P. A., & White, S. H. (1992, December). *Motivating from without: The effect of including personally-involving information in content area texts*. Paper presented at the annual meeting of the National Reading Conference, San Antonio.

- Alexander, P. A., & Kulikowich, J. M. (1992, July). *The relationship of subject-matter knowledge to interest and recall*. Paper presented at the XXV International Congress of Psychology, Brussels.
- Alexander, P. A. (Discussant). (1992, April). *Beyond prior knowledge: Issues in comprehension, learning, and conceptual change*. Symposium conducted at the annual meeting of the American Educational Research Association, San Francisco.
- Alexander, P. A., Jetton, T. L., & Woehler, C. (1992, April). *Contrasting instructional and structural importance: The seductive effects of teacher questions*. Paper presented at annual meeting of the American Educational Research Conference, San Francisco.
- Alexander, P. A., Kulikowich, J. M., & Schulze, S. K. (1992, April). *The influence of topic knowledge, domain knowledge, and interest on the comprehension of scientific exposition*. Paper presented at the annual meeting of the American Educational Research Conference, San Francisco.
- Kulikowich, J. M., & Alexander, P. A. (1992, April). *The influence of content area and strategy knowledge on students' correct and incorrect analogy solutions*. Paper presented at the annual meeting of the American Educational Research Conference, San Francisco.
- Alexander, P. A., Kulikowich, J. M., & Schulze, S. (1991, December). *Effects of domain and topic knowledge on interestingness and recall*. Paper presented at the annual meeting of the National Reading Conference, Palm Springs, CA.
- Garner, R., & Alexander, P. A. (1991, April). Skill, will, and thrill: The role of interest in text comprehension. In M. C. Smith & S.E. Peterson (Chairs), *What do we know about adults' reading skills: The state of our knowledge and directions for new research*. Symposium conducted at the annual meeting of the American Educational Research Association, Chicago.
- Alexander, P. A. (Discussant). (1990, April). *Knowledge in text processing*. Paper session presented at the annual meeting of the American Educational Research Association, Chicago.
- Alexander, P. A. (1990, April). *Categorizing learner responses on domain-specific analogy tests: A case for error analysis*. Paper presented at the annual meeting of the American Educational Research Association, Boston.
- Alexander, P. A., Garner, R., Gillingham, M. G. (1990, April). *The role of interest in learning from text*. Paper presented at the annual meeting of the American Educational Research Association, Boston.

- Kulikowich, J. M., & Alexander, P. A. (1990, April). *Application of a General Euclidean Model to validate hierarchically-constructed achievement tests*. Paper presented at the annual meeting of the American Education Research Association, Boston.
- Alexander, P. A. (Discussant). (1990, April). *Can a logic of discovery define strategic knowledge*. Symposium conducted at the annual meeting of the American Educational Research Association, Boston.
- Willson, V. L., Alexander, P. A., Kulikowich, J. M., & Pate, P. E. (1990, April). *Structural and developmental components of information processing of items of the Ravens Progressive Matrices test*. Paper presented at the annual meeting of the American Educational Research Association, Boston.
- Alexander, P. A., Schallert, D. L., & Hare, V. C. (1989, December). *Coming to terms with the terminology of knowledge*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.
- Pate, P. E., Alexander, P. A., & Kulikowich, J. M. (1989, October). *Assessing the effects of training social studies content and analogical reasoning processes on sixth-graders' domain-specific and strategic knowledge*. Paper presented at the annual meeting of the National Middle School Association, Toronto.
- Alexander, P. A., & White, C. S. (1989, July). *Analogical reasoning in young children*. Paper presented at the First European Congress of Psychology, Amsterdam.
- Garner, R., Gillingham, M. G., Sanders, S., Alexander, P. A., & Shah, A. (1989, March). Distinguishing important and unimportant information in expository text. In U. Schiefele (Chair), *Domain specificity, interests, and interestingness: Implications for the study of learning and development*. Symposium conducted at the annual meeting of the American Educational Research Association, San Francisco.
- Kulikowich, J. M., Pate, P. E., & Alexander, P. A. (1989, March). *The attitudes of education majors toward the teaching of domain-specific and strategic knowledge*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Willson, V. L., Alexander, P. A., Goetz, E. T., & Kulikowich, J. M. (1989, April). *The effect of training content knowledge and strategic knowledge on analogical reasoning and domain knowledge structure*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Francisco.
- Alexander, P. A. (1988, December). Training in analogical reasoning: What is the effect of text comprehension? In D. A. Hayes (Chair), *Instruction in analogy: Analogy in instruction*. Symposium conducted at the annual meeting of the National Reading Conference, Tucson, AZ.

- Alexander, P. A., Judy, J., & Kim, Y. H. (1988, April). Domain-specific and strategic knowledge: A review of the literature. In R. Garner (Chair), *The interaction of domain-specific and strategic knowledge in academic performance*. Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A., & Pate, P. E. (1988, April). Effects of training content knowledge and problem-solving strategies on students' performance of science and analogy tests. In R. Garner (Chair), *The interaction of domain-specific and strategic knowledge in academic performance*. Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans.
- Goetz, E. T., Kulikowich, J. M., Alexander, P. A., & Cooper, L. R. (1988, April). Investigating the effects of domain-specific and strategic knowledge on sixth- graders' and college students' performance on two analogy tests. In R. Garner (Chair), *The interaction of domain-specific and strategic knowledge in academic performance*. Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans.
- Bacharach, N. L., & Alexander, P. A. (1988, April). *An observational study of second- and third-grade teachers' utilization of basal readers with average and above-average readers*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Kulikowich, J. M., & Alexander, P. A. (1988, April). *Using a cognitive-information processing response model to measure domain knowledge*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- White, C. S., & Alexander, P. A. (1988, April). *Effects of age, vocabulary knowledge, gender, socioeconomic status, and ethnicity on young children's analogy performance*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Willson, V. L., Kulikowich, J. M., Alexander, P. A., & Farrell, D. (1988, April). A cognitive theory for test design: Implications for assessing domain-specific and strategic knowledge. In R. Garner (Chair), *The interaction of domain-specific and strategic knowledge in academic performance*. Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A., Kulikowich, J. M., Willson, V. L., & Goetz, E. T. (1987, December). *An information-processing approach to assessing domain-specific and strategic knowledge on vocabulary and analogy tests*. Paper presented at the annual meeting of the National Reading Conference, St. Petersburg, FL.

- Alexander, P. A. (1987, October). *The assessment of domain-specific and strategic knowledge*. Paper presented at the meeting of the National Academy of Education, University of California, Los Angeles.
- Alexander, P. A., Wilson, A. F., White, C. S., Willson, V. L., Tallent, M. K., & Shutes, R. E. (1987, April). *Effect of teacher training on children's analogical reasoning performance*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Dufner, H. A., & Alexander, P. A. (1987, April). *Effects of training in problem solving on the abilities of gifted fourth graders: A comparison of the Future Problem Solving and Instrumental Enrichment programs*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Gillingham, M. G., Garner, R., Alexander, P. A., Hare, V. C., & Rabinowitz, M. (1987, April). *Developmental differences in knowledge of text structure*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Judy, J. E., Alexander, P. A., & Willson, V. L. (1987, April). *Effects of two instructional approaches and peer tutoring on gifted and nongifted sixth-graders' analogy performance*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Tallent, M. E., Alexander, P. A., White, C. S., & Willson, V. L. (1987, January). *Young children's analogical reasoning: Effects of teacher training on children of differing age, SES, gender, and race*. Paper presented at the annual meeting of the Southwest Educational Research Association, Dallas.
- Wilson, A. F., & Alexander, P. A. (1987, January). *Effects of two levels of teacher training on students' performance of a verbal analogy task*. Paper presented at the annual meeting of the Southwest Educational Research Association, Dallas.
- Lupkowski, A., Alexander, P. A., Bryant, M. A., & Hengst, L. L. (1986, November). *Texas A&M Gifted and Talented Institute summer preschool program*. Paper presented at the annual meeting of the National Association of Gifted Children, Las Vegas.
- White, C. S., Alexander, P. A., & Orth, L. (1986, November). *Problem solving and the preschool gifted child*. Paper presented at the annual meeting of the National Association for Gifted Children, Las Vegas.
- Alexander, P. A., Willson, V. L., White, C. S., Fuqua, J. D., Clark, G. D., & Wilson, A.F. (1986, April). *Longitudinal study of four- and five-year olds' analogical reasoning ability*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

- Garner, R., Alexander, P. A., Slater, W., Hare, V. C., Smith, T., & Reis, R. (1986, April). *Children's knowledge of structural properties of text*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- White, C. S., & Alexander, P. A. (1986, April). *Effects of training on four-year-olds' ability to solve geometric analogy problems*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Willson, V. L., Alexander, P. A., White, C. S., Fuqua, J. D., Clark, G. D., & Wilson, A. F. (1986, April). *Form and presentation variation in a test of geometric analogies*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Alexander, P. A., White, C. S., Haensly, P. A., & Crimmins-Jeanes, M. (1985, December). *Analogical reasoning training: A developmental study of the impact on text comprehension*. Paper presented at the annual meeting of the National Reading Conference, St. Petersburg, FL.
- Alexander, P. A., Willson, V. L., White, C. S., & Fuqua, J. D. (1985, March). *Geometric analogy reasoning in young children*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Fuqua, J. D., Alexander, P. A., & White, C. S. (1985, March). *Research in reasoning—Implications for primary language arts instruction*. Paper presented at the annual meeting of the National Council for Teachers of English, Houston.
- White, C. S., Alexander, P. A., Willson, V. L., & Fuqua, J. D. (1985, February). *Young children's ability to perform geometric analogy problems*. Paper presented at the annual meeting of the Southwest Educational Research Association, Austin.
- Haensly, P., Goetz, E. T., & Alexander, P. A. (1985, February). *Moving generative activities in college classes*. Paper presented at the annual meeting of the Southwest Educational Research Association, Austin, TX.
- Schallert, D. L., Alexander, P. A., & Goetz, E. T. (1984, December). *What do instructors and authors do to influence the textbook-student relationship?* Paper presented at the annual meeting of the National Reading Conference, Chicago.
- White, C. S. & Alexander, P. A. (1984, October). *Effects of training in analogical reasoning on fourth-graders' performance on analogy and comprehension tasks*. Paper presented at the annual meeting of the College Reading Association, Washington, D.C.

- Alexander, P. A., Garner, R., & Hare, V. C. (1984, April). The effects of time, access and question type on response accuracy and frequency of lookbacks in older, proficient readers. In E.T. Goetz (Chair), *Moving through text: Investigations of reading time, and sequence*. Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans.
- Winograd, P. A., Hare, V. C., Garner, R., Alexander, P. A., & Haynes, J. (1984, April). When lookbacks fail. In E.T. Goetz (Chair), *Moving through text: Investigations of reading time, and sequence*. Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans.
- White, C. S., Alexander, P. A., & Fuqua, D. (1984, February). *Reasoning ability in young children*. A paper presented at the annual Research in Action Conference, Lubbock, TX.
- Alexander, P. A. (Chair/Discussant). (1984, January). *Reading research*. Symposium conducted at the annual meeting of the Southwest Educational Research Association, Dallas.
- Goetz, E. T., Alexander, P. A., & Burns, C. (1983, December). *Elaborative strategies: Promises and dilemmas or classroom instruction*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX. (ERIC #ED 243-073).
- Alexander, P. A., Marek, M., & Schroer, N. (1983, November). *Music: the 4th R*. Paper presented at the annual meeting of the National Association for Gifted Children, Philadelphia.
- Alexander, P., Goetz, E. T., Palmer, D., & Mangano, N. (1982, December). The effects of an externalized studying procedure on the performance of adult readers. In E.T. Goetz (Chair), *The effects of induced strategic behaviors on discourse processing*. Symposium conducted at the annual meeting of the National Reading Conference, Clearwater, FL.
- Alexander, P., White, C. S., & Mangano, N. (1982, December). *Examining the effects of direct instruction in analogical reasoning on reading comprehension*. Paper presented at the annual meeting of the National Reading Conference, Clearwater, FL.
- Alexander, P. (1982, October). *Exploring the relationship between linguistic and non-linguistic comprehension*. Paper presented at the annual meeting of the College Reading Association, Philadelphia.
- Alexander, P. (1982, October). *Non-linguistic reasoning in gifted readers: Theoretical and practical significance*. Paper presented at the annual meeting of the National Association for Gifted Children, New Orleans.
- Alexander, P. (1982, February). *Studying behaviors in adult, proficient readers*. Paper presented at the annual meeting of the Southwest Educational Research Association, Austin, TX.

- Alexander, P. (1981, December). When are qualitative research methods useful in reading-related research. In B. Kapinus (Chair), *Application of field methodology to reading research*. Symposium conducted at the annual meeting of the National Reading Conference, Dallas.
- Alexander, P. (1981, April). The portrayal of the culturally diverse in books for the young. In J. Madison (Chair), *The image of the exceptional child in children's literature: Accurate or distorted*. Symposium conducted at the annual meeting of the International Reading Conference, New Orleans.
- Alexander, P. (1980, October). Cognitive theory and the gifted learner: Construct clarification. In *Research trends: Implications for the special learner*. Symposium conducted at the annual meeting of the College Reading Association, Baltimore, MD.
- Alexander, P., & Muia, J. (1980, February). *The gifted and reading research*. Paper presented at the meeting of the Virginia State Reading Conference, Williamsburg, VA.
- Alexander, P., & Muia, J. (1980, February). *Reaching the gifted child*. Paper presented at the annual meeting of the Southeastern Regional Conference of the International Reading Association, Nashville, TN.
- Alexander, P., & Muia, J. (1979, December). *Reading and the gifted child: What the research tells us*. Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.
- Alexander, P. (1979, November). Locating and nurturing gifted potential among the culturally diverse. In J. Muia (Chair), *Unmined gold: A search for the gifted child*. Paper presented at the annual meeting of the College Reading Association, Boston.

GRANT PROPOSALS

- Research Consultant. *Cultivating Innovative Thinking Skills in STEM Education*. National Science Foundation: Education & Human Resource. September 2021-August 2024. (# 2120936). Principal Investigator, Sadan Kulturel-Konak. Funded: \$286,185.00.
- Co-Principal Investigator. *Innovative Teaching Grant*, University of Maryland Senior Vice President and Provost, 2020-2021. \$39000.
- Principal Investigator. *Improving students' academic writing through video modeling: An intervention*. University of Maryland Graduate School, Faculty-Student Research Award (FSRA) 2020-2021. \$10,000.

- Co-Principal Investigator. *Examining the effectiveness of a video-modeling intervention to improve undergraduate's academic writing in the context of a general education course.* Teaching and Learning Transformation Center, FTF Research Seed Grant, January 1 to August 31, 2020. \$2700
- Research Scientist. *Semi-parametric factor analysis for item responses and response times.* National Science Foundation: Methodology, Measurement, and Statistics (14-574). Principal Investigator Yang Liu. January 1, 2019-December 31, 2020. Funded \$185,314.00.
- Principal Investigator. *Rethinking large enrollment classes.* Teaching and Learning Transformation Center, FTF Research Seed Grant, September 1 to August 1, 2018. \$1800.
- Co-Principal Investigator (with K. Wentzel & K. Dunbar). *Seeking common ground: A multidisciplinary examination of critical, analytic thinking in learning and development.* American Educational Research Association Interdisciplinary Research Conference Program. December 1, 2012 to December, 31, 2013. Funded \$34,500.
- Research Team Member. *Understanding the conditions and malleable teacher factors associated with Promoting Adolescents' Comprehension of Text (PACT) implementation in diverse 8th and 5th grade classrooms that include students with disabilities.* Project Manager Elizabeth Swanson. James S. McDonnell Foundation PreProposal. (unfunded)
- Research Consultant. *Platform for teaching rigor in analysis of explanatory models.* National Institutes of Health (Proposal number 1R41NS103775-01). Principal Investigator Tom Abrams. (Unfunded)
- Research Consultant. *Using automated feedback on student annotations of a digital text to improve the reading comprehension skills and reasoning ability of adult learners preparing for the GED.* National Institutes of Health. Principal Investigator Daniel Fountenberry. (Unfunded)
- Research Consultant. *Improving reasoning in GED students through annotation feedback.* National Science Foundation (Proposal number 1730584). Principal Investigator Daniel Fountenberry. (Unfunded)
- Co-Investigator with Linda Schmidt, *Linking relational reasoning skills to ideation success,* National Science Foundation, Total Proposal Amount: 492,313. (Unfunded)
- Research Consultant. *A modular assessment framework for professional skills using a model of domain learning approach.* National Science Foundation-Course, Curriculum, and Laboratory Improvement, May 2012-April 2017 (#1141001). Co-Principal Investigators Sadan Kulturel, Abdullah Konak, Ivan Esparragoza, and Gul Kremer, Penn State System. (\$199,566)

- Senior Research Associate. *Disciplinary writing instruction for the social studies classroom: A path to adolescent literacy*. United States Department of Education, September 2009 to June 2012. Co-Principal Investigators Susan De La Paz & Chancey Monte-Sano (\$1,498,632).
- Senior Personnel. *Assessing the impact of early specialization on learning and development in engineering student project teams*. Co-PIs Linda Schmidt, Paige Smith, and Janet Schmidt. Project funded by the National Science Foundation's Course, Curriculum, Laboratory Improvement Program, August 2006-2008.
- Evaluation Consultant with Bruce VanSledright. *Program evaluation for Baltimore County School System Teaching American History Grant Program (#U215X050138)*, joint project with the Baltimore County Public School System, United States Department of Education, September 1, 2005 to June 30, 2008 (\$98,000 contract)
- Evaluation Consultant with Bruce VanSledright. *Program evaluation for Anne Arundel Schools Teaching American History Program (#U215X040006)*, joint project with the Anne Arundel Public School System. United States Department of Education. September 1, 2004 to June 30, 2008. (\$99,450 contract).
- Evaluation Consultant with Bruce VanSledright. *The corps of historical discovery (#S215X010242)*, joint project of Montgomery County Public Schools in partnership with the Paul Peck Humanities Institute at Montgomery College and the Smithsonian Institute. United States Department of Education. October 1, 2001 to September 30, 2004. (\$48,000 evaluation contract per year).
- Senior Researcher. *High quality teaching of foundational skills in mathematics and reading (#0115389)*. National Science Foundation Interdisciplinary Educational Research Initiative (IERI), September 1, 2001 to August 31, 2006. Co-Principal Investigators, Linda Valli and Robert Croninger (\$4,500,000).
- Senior Researcher. *High quality teaching of foundational skills in mathematics and reading, planning grant (#0089243)*. National Science Foundation Interdisciplinary Educational Research Initiative (IERI), July 1, 2000 to June 30, 2001. Co-Principal Investigators, Linda Valli and Robert Croninger (\$102,000).
- English, L. D., & Alexander, P. A. *A longitudinal and cross-cultural study of the analogical and mathematical reasoning patterns of young children*. Australian Research Council. (multi-year, approximately \$117,000)
- Stuessy, C., Alexander, P. A., Kulm, G., & McBride, R. *Teachers as research partners: Teaching a problem-solving curriculum model that integrates mathematics and science*. National Science Foundation. (multi-year, approximately \$1,055,320)

Nash, W. R., & Alexander, P. A. *Identifying creatively gifted young children from economically disadvantaged backgrounds*. Department of Education, Jacob Javits Grant. (multi-year, approximately \$600,000)

Alexander, P. A. *Interaction of domain-specific and strategic knowledge in academic performance*. Spencer Fellowship funded by the National Academy of Education. (two-year, \$25,000)

Alexander, P. A. *Interaction of domain-specific and strategic knowledge in academic performance*. Funded by College of Education, Organized Research Fund.

Goetz, E. T., Alexander, P., & Haensly, P. *Elaborative strategy-use in large college classes*. Funded by the Center for Teaching Excellence, Texas A&M University.

Thomas, M. P. Jr. *Learning and study strategies*. Funded by the Army Research Institute for the Behavioral and Social Sciences. Served as consultant. (\$26,000)

Alexander, P. A. *Analogical reasoning abilities of young children*. Funded by the Office of University Research, Texas A&M University.

Alexander, P., & Mangano, N. *The effect of direct instruction in analogous reasoning on the reading comprehension of children*. Funded by the Office of University Research, Texas A&M University.

Alexander, P., Garner, R., & Hare, V. C. *Training and maintenance of lookback strategies in less proficient readers*. Funded by the Office of University Research, Texas A&M University.

ADVISORSHIPS

White, C. S. *Effects of training on four-year-olds' performance of geometric analogy tasks*. Unpublished doctoral dissertation. College Station, TX: Texas A&M University, College of Education (Completed August 1985). Assistant Professor, University of Georgia, Athens, GA. Current: Professor Emeritus, George Mason University, VA.

Wilson, A. F. *The effects of three levels of professional development training in analogical reasoning on fourth-grade students' performance of analogy tasks*. Unpublished doctoral dissertation. College Station, TX: Texas A&M University, College of Education (Completed August 1986). Curriculum Coordinator, Reading/Language Arts, Alamance County School District, Alamance, NC. Current: Retired.

Bacharach, N. L. *An observational study of second and third grade teachers' utilization of basal readers with average and above-average readers*. Unpublished doctoral dissertation, College Station, TX: Texas A&M University, College of Education (Completed May 1987). Assistant Professor, Syracuse University, Syracuse, NY. Current: Professor, St. Cloud University, St. Cloud, MN.

- Judy, J. E. *Effects of two instructional approaches and peer tutoring on gifted and nongifted sixth graders analogy performance*. Unpublished doctoral dissertation, College Station, TX: Texas A&M University, College of Education (Completed August 1987). Visiting Professor, California State Polytechnic University, Pomona, CA. Current: Retired
- Bryant, M. A. *Differentiated curriculum: Real help for the classroom teacher*. Unpublished masters thesis, College Station, TX: Texas A&M University, College of Education (Completed August 1987).
- Dufner, H. A. *Effects of training in problem solving on the problem-solving abilities of gifted fourth graders: A comparison of the Future Problem Solving and Instrumental Enrichment programs*. Unpublished doctoral dissertation. College Station, TX: Texas A&M University, College of Education (Completed August 1988). Assistant Superintendent, Weslaco Independent School District, Weslaco, TX. Adjunct Faculty, Texas A&I University, Edinburg, TX.
- Clark, G. D. *An observational study of teachers' explanations during reading instruction*. Unpublished doctoral dissertation, College Station, TX: Texas A&M University, College of Education (Completed May 1988). Regional Manager, Digital Corporation, Austin, TX.
- Kazak Weber, C. L. *Relationships of characteristics of teachers of the gifted and their students' perceptions of classroom climate*. Doctoral dissertation. College Station, TX: Texas A&M University, College of Education (Completed August 1989). Coordinator, Gifted and Talented Program, Cleveland, OH. Current: Associate Professor University of North Florida.
- Pate, P. E. *Immediate, and delayed effects of training on the interaction of domain-specific and strategic knowledge*. Unpublished doctoral dissertation. College Station, TX: Texas A&M University, College of Education (Completed August 1989). Assistant Professor, University of Georgia, Athens, GA. Current: Professor, University of Texas, San Antonio.
- Wilson, J. *Effects of visual and verbal information on reading comprehension and writing production of kindergarten and first-grade students*. Unpublished doctoral dissertation. College Station, TX: Texas A&M University, College of Education (Completed August 1989). Assistant Professor, University of Alabama, Tuscaloosa, AL. (deceased)
- Knueven, R. *The development of a cognitive process-oriented coordination model*. Unpublished masters thesis. College Station, TX: Texas A&M University, College of Education (Completed December 1988).

- Kulikowich, J. M. (co-chair). *Application of latent trait and multidimensional scaling models to cognitive domain-specific tests*. Unpublished doctoral dissertation. College Station, TX: Texas A&M University, College of Education (Completed August 1990). Assistant Professor, University of Connecticut, Storrs, CT. Current: Professor, Penn State, State College, PA.
- White, F. *Adult literacy: Effects of a developmental reading program for Black college students attending a traditional Black college*. Unpublished doctoral dissertation. College Station, TX: Texas A&M University, College of Education (Completed December 1989). Assistant Professor, Jarvis College, Hawkins, TX.
- Woehler, C. A. *The evaluation of a computer-assisted reading program for at-risk students*. Unpublished record of study. College Station, TX: Texas A&M University, College of Education (Completion May 1994). Curriculum Director Navasota Independent School District. (retired)
- Torregrossa, G. K. *A comparison of student electronic vs. traditional physical science curriculum*. Unpublished masters thesis. College Station, TX: Texas A&M University, College of Education. (Completion December 1994).
- Jetton, T. L. *Teachers' and students' understanding of scientific exposition: How importance and interest influence what is discussed and what is assessed*. Unpublished doctoral dissertation. College Station, TX: Texas A&M University, College of Education. (Completion December 1994). Assistant Professor, University of Utah, Salt Lake City, UT. Current: Professor, Central Michigan University, Mt. Pleasant, MI.
- White, S. H. *An examination of the effects of mixed-aged grouping on learning map reading skills*. Unpublished doctoral dissertation. (Completion May 1995). College Station, TX: Texas A&M University. Assistant Professor, University of Kansas, Lawrence, KS. Current: Associate Professor, University of Kansas, Lawrence, KS.
- McGonagill, B. K. *Defining, developing, and modeling interdisciplinary curriculum*. Unpublished record of study. College Station, TX: Texas A&M University, College of Education (Completion May 1995). Gifted Specialist, Virginia Department of Education, Richmond, VA. (retired)
- Chiu, S. *Exploring preschoolers' mastery motivation*. Unpublished masters thesis. College Park, MD: University of Maryland, College of Education (Completion May 1999).
- Murphy, P. K. *Toward a model of persuasion*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College of Education (Completion May 1998). Assistant Professor, The Ohio State University. Current: Professor, Penn State, State College, PA. Received Dissertation of the Year Award from the American Psychological Association, Division 15, Educational Psychology. Finalist for Dissertation of the Year Award from the International Reading Association. Richard E. Snow Early Career Award 2005, American Psychological Association, Division 15 (Educational Psychology).

- Chiu, S. *Exploring kindergartners' social, emotional, and motivational self-regulation: Bridging the gap between social and cognitive competence*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College of Education (Completion August 2001). Assistant Professor National Taichung Teachers' College, Taiwan. Current: Associate Professor, National Taichung University, Taiwan.
- Sperl, C. *Museums as informal learning environments for families that include children with and without learning disabilities: exploring children's knowledge and interest and family interaction patterns*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College of Education (Completion December 2002). Special Education Specialist, Montgomery County Public Schools.
- Kramer, C. *The influence of collaboration on children's source monitoring judgments*. Unpublished doctoral dissertation. College Park, MD. University of Maryland, College of Education. (Completion August 2003). Instructor Montgomery Community College, MD.
- Buehl, M. M. *At the crossroads of cognition and motivation: Modeling the relationships between students' domain-specific epistemological beliefs, achievement motivation, and task performance*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College of Education. (Completion August 2003). Assistant Professor, University of Memphis, Memphis, TN. Current: Professor, George Mason University, Fairfax, VA.
- Fives, H. *Exploring the relationship of teachers' efficacy, knowledge, and pedagogical beliefs: A multimethod study*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College of Education. (Completion August 2003). Assistant Professor, Texas Tech University, Lubbock, TX. Current: Professor, Montclair State University, Montclair, NJ.
- Yeager, J. *Getting into character: The contribution of theater to the development of self-concept in college students*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College Park, MD. (Completion August 2004). Associate Professor, Towson University, Towson, MD.
- Sran, D. *Preconscious influences on complex decision making and reasoning about policy issues*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College of Education. (Completion May 2005). Founder of the Loudon School for the Gifted.
- Lawson, S. *Achievement goal orientations in physical rehabilitation*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College of Education. (Completion May 2005). Associate Professor, Towson University, Towson, MD.

- Jones, K. K. *Beyond a relational understanding of fractions: Elements of instruction that contribute to preservice teachers' knowledge and motivation*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College of Education. (Completion May 2006). Associate Professor, Temple University, Philadelphia, PA.
- Gavins, M. V. (co-chair). *IEP development as a function of pedagogical expertise in special education teachers*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College of Education (Completion March 2007). Assistant Professor University of Houston Clear Lake.
- Riconscente, M. M. *School-related apathy in 8th-and 10th-grade students: A mixed-methods exploration of definitions, construct independence, correlates, and grade-level differences*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College of Education (Completion August 2007). Assistant Professor, University Southern California, Los Angeles, CA.
- Winters, F. I. *Peer collaboration in the science classroom: The role of questions and regulatory processes in conceptual knowledge learning*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College of Education (Completion March 2009).
- Sanders-Reio, J. *Investigation of the relations between domain-specific beliefs about writing, writing self-efficacy, writing apprehension, and writing performance in undergraduates*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College of Education (Completion December 2009).
- Maggioni, L. *Studying epistemic cognition in the history classroom: Cases of teaching and learning to think historically*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College of Education (Completion May 2010). Adjunct Professor, McDaniel University and University of Maryland.
- Parkinson, M. M. *Adult readers' calibration of word learning*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College of Education (Completion May 2011). Adjunct Professor University of North Florida.
- Dinsmore, D. L. *A multidimensional investigation of deep and surface processing*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College of Education (Expected completion May 2011). Associate Professor University of North Florida.
- Chae, S-E. *Contributions of prior knowledge, motivation, and strategies on Korean college students' 12 writing development*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College of Education (Completion October 2011). Research Fellow, Korean Educational Development Institute, Seoul Korea.

- Fox, E. *Maturity in reading, revisited: A closer look at adult competent and mature reading*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College of Education (Completion April 2012). Adjunct Professor, Department of Human Development and Quantitative Methodology, University of Maryland.
- Rahman, T. *Reading comprehension and its assessment: Aligning operationalization with conceptualization of the construct*. College Park, MD: University of Maryland, College of Education (Completion November 2013). National Center for Education Statistics.
- Loughlin, S. M. *Examining trans-symbolic and symbol-specific processes in poetry and painting*. College Park, MD: University of Maryland, College of Education (Completion May 2014). Instructional Coordinator, Robert H. Smith School of Business, University of Maryland.
- Grossnickle Peterson, E. M. *Expression and enactment of interest and curiosity in a multiple source use task*. College Park, MD: University of Maryland, College of Education (Completion December 2014). Spatial Thinking Postdoctoral Scientist, Georgetown University. Current: Assistant Professor American University.
- List, A. *Examining source evaluations prior to, during, and following a contemporary history multiple source task*. College Park, MD: University of Maryland, College of Education (Completion December 2014). Initial: Assistant Professor, Ball State University. Current: Penn State University
- Dumas, D. *Seeking cultural fairness in a measure of relational reasoning* College Park, MD: University of Maryland, College of Education (Completion May 2016). Initial: Assistant Professor Howard University. Current: Assistant Professor University of Denver.
- Fountain, L. *Relations among topic knowledge, individual interest, relational reasoning, and critical thinking in maternity nursing*. College Park, MD: University of Maryland, College of Education (Completion May 2016). Current: Assistant Professor University of Maryland Baltimore City, School of Nursing.
- Hattan, C. *Prompting rural students' use of personal knowledge and experience to support comprehension of unfamiliar content*. College Park, MD: University of Maryland, College of Education (Completed May 2018). Assistant Professor Illinois State University.
- Singer Trakhman, L. M. *Reading in print and digitally: profiling and intervening in undergraduates' multimodal text processing, comprehension, and calibration*. College Park, MD: University of Maryland, College of Education. (Completed May 2019). Current: Clinical Assistant Professor, University of Maryland, College Park.

Baggetta, P. *The contributions of crystallized cross-domain knowledge and fluid relational reasoning ability to ninth- and twelfth-grade students' performance on scholastic aptitude and content-specific achievement measures.* (Completed December 2019). College Park, MD: University of Maryland, College of Education. Current: Director of the Center of Academic Excellence at Gonzaga College High School, Washington DC.

Jablansky, S. *Relational reasoning and socially shared regulation of learning in collaborative problem solving.* (Completed November 2020) College Park, MD: University of Maryland, College of Education. Research Scientist Fors Marsh, Arlington, VA.

Zhao, H. Exploring the contributions of word knowledge and figural reasoning ability to college students' performance on a measure of relational reasoning with words. (Completed July 2021) College Park, MD: University of Maryland, College of Education.

COMMITTEE MEMBERSHIPS

International Research and Evaluation Committees

Member, Evaluation of Educational Studies in Israel. Quality Assessment Division, Council for Higher Education, Israel, 2014-2015.

Chair, Quality and Performance Assessment Council Evaluation Panel for the Department of Developmental Psychology and Socialization, University of Padua, Padua, Italy, 2008-2009.

Chair, International Evaluation Team, Ph.D. Schools of the University of Padova Evaluation of the School of Psychological Sciences, University of Padua, Padua, Italy, 2009-2010.

National Research and Policy Organizations

National Academy of Education

Member, Board Nominating Review Committee, 2021

Member, NAEd/Spencer Postdoctoral Fellowship Award Committee, 2021

Member, NAEd/Spencer Dissertation Fellowship Award Committee, 2020-2021

Test Development Committee for National Assessment of Educational Progress

Assessment—Reading, Educational Testing Service, Princeton, NJ, 2008-2018

National Council for Education Statistics Literacy NAAL/PIAAC Expert Committee, 2012

Expert Review Panel, Improving Adult Literacy: Options for Practice and Research, Report of the Committee on Learning Sciences: Foundations and Applications to Adolescent and Adult Literacies, National Research Council of the National Academies, 2011-2012

Review Committee, PRAXIS II, Educational Testing Service, Princeton, NJ, 2007-2008

Advance Placement Course Design Review Committee, College Board Organization, New York, NY, 2007-2008

Steering Committee for the 2007 National Assessment of Educational Progress (Reading)

American Institutes for Research and the National Assessment Governing Board,
2004-2007
Test Development Committee for the 2007 National Assessment of Educational
Progress—Reading, Educational Testing Service, Princeton, NJ, 2004-2007
Vocabulary Subgroup for the 2007 National Assessment of Educational Progress, 2005-
2007
National Assessment of Educational Progress Comparison Study Expert Panel, 2007-
2010
National Assessment of Educational Progress Liaison, Background Variables Committee,
2007-2010

National Professional Societies

American Psychological Association

Member, Publications Committee, Division 15, 2022-present
Member, Nominations Committee, Division 15, 2015-2020
Edward L. Thorndike Lifetime Achievement Nominations Committee, Division
15, 2013-2015
Immediate Past-President, Division 15, 2001-2002
President, Division 15, 2000-2001
President-Elect, Division 15, 1999-2000
Membership Co-Chair, Division 15, 1997
Division 15 Liaison, Board of Educational Affairs, 1997-2000

American Educational Research Association

Chair, Sylvia Scribner Award Committee, 2022-2023
Outstanding Book Award Committee, 2022-2024
Member, 2022-2023
Chair Designate, 2023-2024
Fellows Committee, 2016-2019
Chair, 2017-2019
Member, 2016-2017
Member, Annual Meeting Policies and Procedures Committee, 2013-2016
Chair, Sylvia Scribner Award Committee, 2012-2013
Chair, Division C Election Committee, 2004-2006
Mentoring Committee for New Vice-Presidents, 2004-2005
Vice-President, Division C, 2002-2004
Incoming Vice-President Elect, Division C, 2001-2002
Program Chair, Division C, 2001
Co-Coordinator, Division C Graduate Student Seminar, 2000
Chair, Nominations Committee, 1994-1995
Section Chair, Division C, Section 3, 1993-1994

International Reading Association

Selection Committee for *Reading Research Quarterly* Editors, 2005-2006
Society for the Scientific Study of Reading,

Secretary, 1998-2000
National Reading Conference
Student Outstanding Research Award Committee, 1999-2001
Publications Committee, 1994
Oscar Causey Award Committee, 2003-2004
Edward Fry Book Award Committee, 2005-2008
College Reading Association
Research Commission, 1984-1986

State and Regional Societies and Organizations

Executive Committee, Southwest Educational Research Association
President, 1988-1989
Program Co-Chair, 1988
President-Elect, 1987-1988
Member-at-Large, 1985-1987
Program Chair, 1986

State Educational Committees

Texas Education Agency, Commissioner's Advisory Committee for Research and Evaluation, 1990-1992
Texas Higher Education Coordinating Board Advisory Committee on Women and Minority Faculty and Professional Staff, 1994-1996

University

University of Maryland

“Maryland Forward” Strategic Planning Subcommittee on Academic Excellence
Member, May 2021-August 2021
Chair, August 2021-present
Distinguished University Professor Selection Committee, 2020-2022
Advance Professor, College of Education Representative, 2019-2023
Graduate School Fellowships and Awards Committee, 2016-present
Charles Carmello Distinguished Dissertation Committee, Chair, 2019-2022
Individual Studies Program Review Board, 2007-present
Presidential Transition Team, Subcommittee on Academic Affairs, 2020
Endowed Fellowships Committee, 2015-2016
Distinguished Scholar-Teacher Selection Committee, 2007
Beyond the Classroom Director Search Committee, 2005-2006
University Medal Selection Committee, 2004-2005
Mentoring Committee, 2004-2005
Academic Planning Advisory Council, 2003 to 2005
Kirwan Undergraduate Education Award Committee, 2003

Faculty Advisory Board, Critical Thinking and Analytical Reasoning among Undergraduate Students: A Pilot Study at the University of Maryland, 2002
University of Maryland Faculty Senate Task Force on Appointment, Promotion and Tenure, 2001-2005
Founding Council, University of Maryland's Academy for Excellence in Teaching and Learning, 2001-2002
University Appointment, Promotion and Tenure Committee
Chair, 1999
Member, 1998-1999
College of Education, Dean's Search Committee, 1998
Graduate Research Committee, 1996-1998

Texas A&M University

Chair, Provost Search Committee, 1994-1995
Honorary Degree Committee, 1993-1995
Faculty Club, Texas A&M University
Executive Board, Member, 1992-1994
President, Executive Board, 1993-1994
President's Ad Hoc Advisory Committee on the Corps of Cadets, 1992-1993
President's Committee for a Discrimination-Free Campus, 1990-1995
Knight Commission Task Force, 1991
Koriyama Policy Council, 1991
Library Task Force, 1991
University Self-Study Committee, 1991-1993
Search Committee-Executive Director University Relations, 1991
Galveston Integration Committee, 1991
Ad Hoc Committee on Discrimination and Sexual Harassment-Grievance Procedures, 1991-1995
Faculty Affairs Council, 1986-1989
Committee for External Funding 1988-1990
Committee of Principal Investigators, 1987-1990
Chancellor's Committee to Study Child Care Facilities, 1988
Ad Hoc Committee on Policies for Selection and Review of Administrators, 1989-1990
Search Committee for the Associate Provost for Faculties, 1990
Faculty Senate, 1987-1994
Member, Academic Affairs Committee, 1987-1988
Chair, Subcommittee of Academic Affairs for Program Review of the General Studies Program, 1989
Member, Core Curriculum Oversight Subcommittee, 1988-1990
Member, Executive Committee, 1989-1991
Chair, Executive Committee, 1991-1992
Chair, Subcommittee on the Status of Women, 1989-1991

College**College of Education, University of Maryland**

Dean's Search Committee, 2021-2022
SPARC Award Evaluation Committee, 2019-2021
Appointment, Evaluation, and Promotion Committee, 2022
Member, Department of Human Development and Quantitative Methodology Chair Search Committee, 2014-2015
Chair, Department of Counseling, Higher Education, and Special Education Chair Search Committee, 2013-2014
Member, Department of Human Development and Quantitative Methodology Chair Search Committee, 2012-2013
Member, STEM Search Committee, 2010
Appointment, Promotion, and Tenure Committee, 2010
College Restructuring Advisory Committee, 2009
Emergency Appointment, Promotion, and Tenure Committee, 2008
Chair, Department of Human Development Educational Psychology Search Committee, 2007-2008
Chair, Department of Human Development Cognition and Learning Search Committee, 2007
Mathematics Education Search Committee, 2005-2006
College of Education Honors Program Committee, 2005-present
Center for Young Children (CYC) Expansion Study Commission, 2002
Search Committee, Chair of the Department of Human Development, 2001-2004
College of Education, Blue Ribbon Committee, 2000-2004
Search Committee, Chair of the Department of Educational Counseling and Personnel Services, 2000-2001
Faculty Development Committee, 1999-2004
TESOL Search Committee, 1999-2000
Committee for the Review of the EDCI Chair, 1997-1998
Distinguished Teacher Award Committee, 1996-1997
Internal Program Review Committee, 1996-1997
Committee for the Review of the EDHD Chair, 1996-1997
Graduate Committee, 1995-1997
Reading Education Search Committee, 1995-1996
Ad Hoc Committee to Develop Modes of Inquiry Course, 1995-1997
Committee on the Interdisciplinary Graduate Concentration in School Change, 1995-1997

College of Education, Texas A&M University

Research Council, 1990-1995
Steering Committee for Fostering Inquiry, 1982-1987
Chair, Program Committee 1982-1984

Faculty Advisory Council

Chair, 1987-88

Co-Chair, 1986-1987

Member-at-Large, 1985-1988

Chair, Evaluation and Merit Committee

Member, Dean's Research Committee

Interdisciplinary Planning Committee

Co-Chair, 1981-1984

Chair, Task Force on Faculty Involvement, 1983-1984

Academic Planning Process Committee

Evaluating Professional Education and Teacher Performance Committee

Reading and Language Arts Inquiry Committee

Computer Technology Inquiry Committee, College of Education

Member, Committee for Development of the 5-Year Computer Plan